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ABSTRACT

This curriculum outline provides secondary and postsecondary instructors with detailed information on student learning outcomes for completion of the food services program requirements in the hospitality/tourism industry. A program overview discusses the aims of education; secondary school philosophy; and career preparation programs and their goals, organization, and evaluation. Sections two and three provide the curriculum format for programs in grades 11 and 12, respectively. Each program is divided into units containing from one to nine modules. Both course and unit general aims are cited. Modules consist of these components: goal statements, learning outcomes, and student activities to support the learning outcomes. Topics covered in the 17 units in the grade 11 program and the 14 units in the grade 12 program include cooperative career preparation; human relations; industry organization; industry components; government and industry interrelationships; people relationships and career opportunities; safety and sanitation; kitchen organization; nutrition; fruit and vegetables; stocks, soups, and sauces; meats and poultry; seafood; cold kitchen; baking and desserts; breakfast cookery; dairy products; employee responsibilities; service; business operation; and kitchen management. Section four lists resource materials. (YLB)

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CAREER PREPARATION PROGRAM

CURRICULUM GUIDE FOR :

HOSPITALITY / TOURISM INDUSTRY

(FOOD SERVICES)

PROVINCE OF BRITISH COLUMBIA

MINISTRY OF EDUCATION

DIVISION OF EDUCATIONAL PROGRAMS - SCHOOLS

CURRICULUM DEVELOPMENT BRANCH

U.S. DEPARTMENT OF EDUCATION
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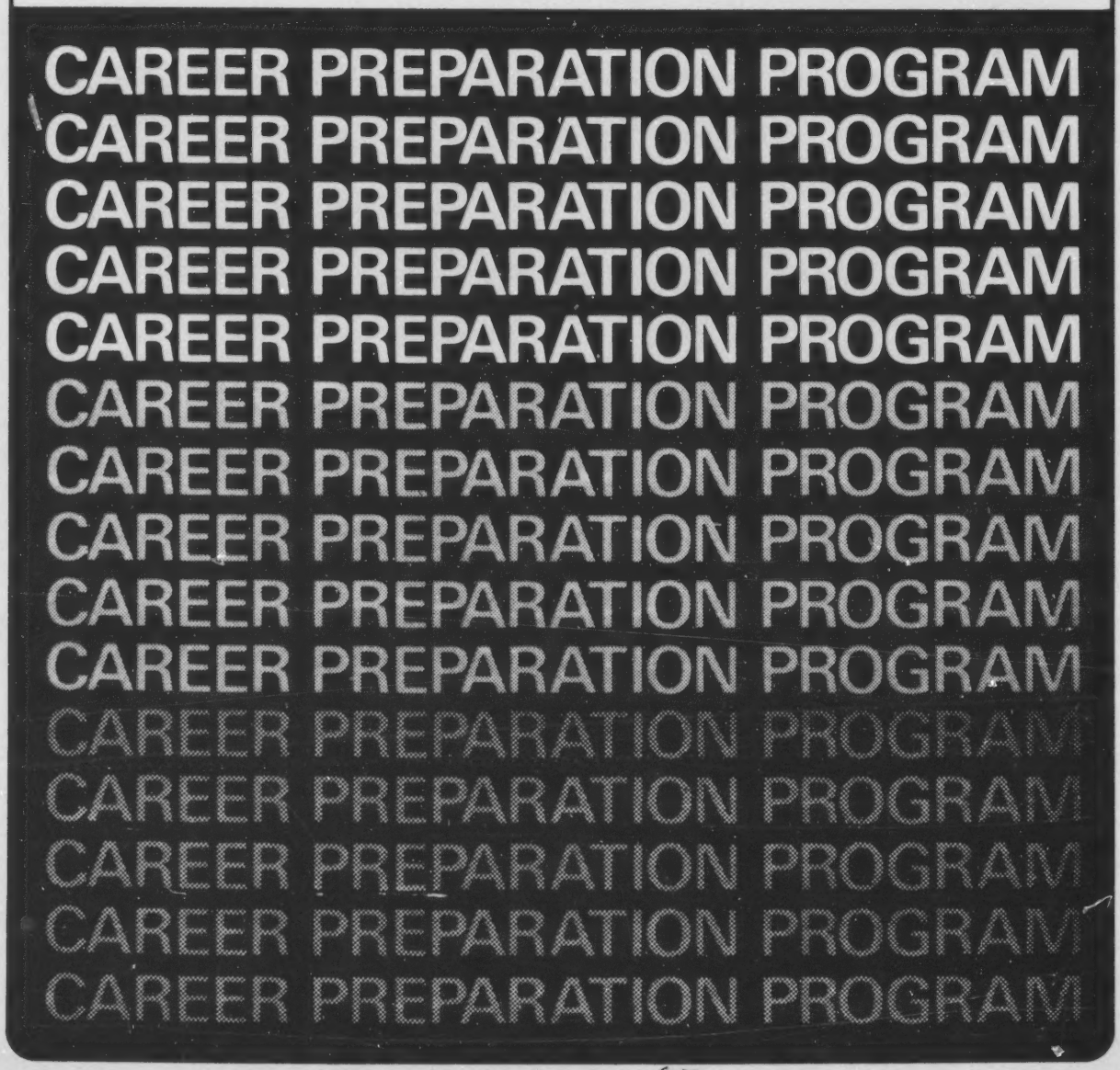
INTRODUCTION

The purpose of this career preparation curriculum outline is to provide the secondary school teachers and post-secondary instructors with detailed information on student learning outcomes for completion of the career preparation program requirements. Information contained in this outline may be used as reference by students, counsellors, school administrators, employers and the general public. Performance standards and guidelines for instruction will be established according to the criteria developed by teachers for the modules and courses which comprise each career preparation program.

Section One
Program Overview



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PART 1.0 AIMS OF EDUCATION

The basic function of the British Columbia system of public education is to serve society and to meet the needs of individual students. School personnel have the primary responsibility to educate everyone by enabling each student to pursue excellence, to experience success and to realize maximum potential in every course. The curriculum should enable each student to achieve educational and vocational goals in the development of their interests, skills and abilities.

Central to that responsibility is the promotion of learning, the acquisition of knowledge and the mastery of skills. This is essential to provide the student with a solid base upon which a successful future may be built. This responsibility implies an obligation to go beyond the provision of a learning opportunity and to link instruction and learning through activities that make it possible for the pupil to become a purposeful, effective and competent learner. Students should be encouraged to develop a sustained interest in learning and a confidence in their ability to learn by the realization that any study becomes effective through an orderly and sustained approach.

The primary responsibility of school personnel should be complemented by the many other facets of school life which contribute to the development of the maturing student. Teachers should encourage sportsmanship, good health and fitness, promote a willingness to serve the school and community, and provide opportunities to appreciate and share in the social customs of the school and society. Students should be encouraged to be active participants in the community by meeting their obligations and responsibilities as citizens.

The philosophy of the school is best achieved in a purposeful and challenging environment which motivates the best performance of students and staff. The environment should be safe, supportive, rewarding and satisfying; and should reflect mutual respect and courtesy among students, staff and parents. The facilities, equipment materials and organization should enable students and staff to pursue stated educational goals. The environment must also be conducive to effective participation by the staff in decisions affecting them and their students. Such participation is fostered by open, flexible and cooperative patterns of organization and communication based on a spirit of mutuality.

Teachers, parents and the community share the responsibility for fostering the optimum growth and development of each student. Shared responsibility should be directed to the end that each student will become a knowledgeable, self-reliant, self-disciplined, adaptive human being with a sense of enduring values and social and civic responsibility, able to communicate and participate effectively in a technologically advancing and increasingly mobile, complex and changing society.

PART 2.0 SECONDARY SCHOOL PHILOSOPHY

Secondary schools are primarily concerned with the development of the individual in a changing society. Organization of the secondary school system is based on the belief that students should be provided with a meaningful sequence of courses directed toward a particular purpose which they themselves consider valuable and which lies within their abilities. Motivation of adolescents to maintain a positive attitude with commitment to their studies is a challenging task for teachers. Students need educational experiences that will help them to cope with their responsibilities in society; to prepare for further education at a college, Provincial institute or university; and/or to enter employment with a marketable skill.

General goals of the secondary school system should be incorporated into the educational philosophy of each school. Secondary school curriculum goals should:

a. provide opportunities for all students to achieve a maximum of general and basic preparatory education,

b. emphasize those subjects needed for individual intellectual development for future career goals,

c. enable students to arrange subjects into broad patterns or programs on the basis of their interrelationships and usefulness for further education and employment,

d. permit individual choice of school programs according to alternatives that are available,

e. include opportunities for students to develop personal interests and avocational values,

f. increase opportunities to relate course offerings to the needs of the school population and the community, and

g. allow students to select for themselves educational goals and patterns of study in accord with their proven interests and abilities.

As students acquire and develop their skills and talents at the secondary school educational level, interest in future careers becomes increasingly important. The need to improve the transition between schools, colleges, Provincial institutes and employment has been addressed through the introduction of career preparation programs.

PART 3.0 CAREER PREPARATION PROGRAMS

3.1 Aims and Purpose

Career preparation is vitally important to every individual in their choice of lifestyle and their economic security. In conjunction with the provision of basic education for all citizens, the school system should ensure that all students are provided the opportunity to increase their awareness of career planning leading to vocational choices. The general education acquired through the public school system should complement the personal and intellectual development of individuals for success in the world of work.

Occupational needs are never static and students should have the opportunity to increase their awareness of the world of work while attending public schools. The influence of modern technology has altered individual and family lifestyles and many students recognize the need for preparatory training that will lead toward success in a vocation of their choice. This increased emphasis on education and training will help students to understand the increasingly complex world of business and industry. Pertinent questions should be considered. What are the qualifications for particular occupations? Which occupations require a post-secondary education or other credentials? Which vocations require work related experiences? How should the school experience provide for student needs as they consider their future careers?

The last question is being partially answered through Career Preparation Programs. Students who enroll in a career preparation program will gain a broad overview of a particular industry and will be provided with vocational experiences in a career area of their choice. Essential components of the total program include specialized courses with cooperative career preparation studies and the completion of all requirements leading to a secondary school graduation certificate. Examples of some career areas are the hospitality/tourism industry, general mechanics and business education. Graduates of a career preparation program may be qualified to pursue further studies toward a profession, attend a college or Provincial institute to acquire further specialized education, or proceed directly to employment with some marketable skills. Secondary school teachers will need to cooperate with employers and post-secondary instructors to effectively integrate the career preparation programs.

Adults at the school and community level have a responsibility to ensure that all students will achieve a basic understanding and awareness of the world of work to prepare for emerging trends in society. Increased school and community cooperation through the career preparation program will provide appropriate educational and career development experiences to help students acquire marketable skills for future employment. This new program for the secondary schools is consistent with the general aims of the British Columbia school system in striving to meet the needs of all students.

The development of students who can think for themselves and learn on their own is one of the more important educational goals. In career preparation programs, practical experiences that combine methods, resources and activities provide an important teaching strategy to enhance learning and thinking abilities. Both individual and group problem solving strategies help students to utilize abstract thinking abilities through practical learning activities.

In the grade 11 and 12 school terms, students in career preparation programs have opportunities to apply basic skills and abilities gained from earlier educational experiences. Learning outcomes become more effective when students can develop abilities and talents with new applications and a wider variety of resources.

The career preparation programs in British Columbia senior secondary schools are designed to provide students with options that enable students to enter the work force, proceed to a college or Provincial institute or to pursue further academic studies leading to a professional career. Courses related to career fields at the senior secondary level are intended to improve the transition of students between school and employment and between school and post-secondary institutions. Students enrolled in a career preparation program will participate in cooperative career preparation studies to spend part of their school time in a learning situation in the community at a training station. This experience is designed to provide practical experience for a student in an occupational field directly related to a program specialty in the school.

All students will ultimately enter the work force in some capacity and career preparation programs will assist students to recognize current occupational practices and the avenues for advancement toward career goals. From these experiences, students can be encouraged to recognize the spectrum of employment within an occupational cluster.

3.2 Core Curriculum

Many of the core curriculum learning outcomes are integral parts of the learning outcomes that comprise a career preparation program. Students will be encouraged to relate their basic education experiences to practical experiences through the application of talents, skills, abilities and competencies to simulated roles relative to future employment responsibilities.

Career preparation programs provide opportunities for students to apply the following aspects of the core curriculum to their school experiences: (a) reading; (b) writing; (c) speaking; (d) principles of measurement; (e) roles, responsibilities and rights of the individual in society; (f) research and study skills; and (g) inquiry, analysis and problem solving. Practical application of the skills and purposes of the core curriculum to the career preparation program will help students to function effectively as active and responsible citizens.

3.3 Responsibility of the School Staff

Preparation for employment concerns everyone and the educational experiences of a student have a direct impact on each person's selection of a career path. One's choice of an occupation is closely aligned with the desires for a particular lifestyle. Teachers in our schools have a major responsibility to assist students in the development of attitudes toward work and the rewards that one may expect from future employment. School experiences should help people to prepare for satisfying and successful employment. From this premise, there is increasing recognition of the need for students to relate their school experiences to career goals and the benefits that can be derived from the completion of courses for career advancement.

The school experience for students should include the acquisition of career information, the development of skills and talents for specific occupations and the opportunity to gain practical experience along with completion of general education requirements. The purpose of career preparation is to provide students with information and generalized skills which apply to a broad series of interrelated occupations. Students will then be able to make meaningful decisions concerning the advantages and disadvantages of occupations. Along with the general education requirements a student on a career preparation program will complete the following studies in grades 11 and 12.

Grade 11: General orientation to an occupational cluster will be provided in school by practical experience in a career field and cooperative career preparation studies. To understand the occupational competencies required in vocations, students will have access to resource people and to information that will help them select a career. This cooperative approach to the involvement of community personnel is designed to broaden the students' educational background and perspective of possible career paths.

Development of skills and talents is the primary purpose of the practical experiences. Courses that comprise the specialty area of study must be directly related to occupational requirements for future employment and to the related programs offered at colleges and Provincial institutes.

Each course is divided into units and modules with student experiences described in terms of learning outcomes. Students will have the opportunity to explore a wide variety of core skills in an occupational field and the expected performance levels will be identified from the curriculum outline.

Grade 12: Student attendance in these courses will lead to the acquisition of skills and talents which may qualify them for entry level employment in related occupations and/or for advanced standing at a post-secondary institution. Emphasis is on career preparation; not on training for specific jobs. As students build on the earlier experiences from grade 11, they will be better prepared to focus on their future career goals.

Classroom experiences will be supplemented by cooperative career preparation studies which provide for community based learning external to the school. Teachers in each career preparation program will arrange with employers in the community for each student to acquire practical experience and will then conduct visitations to the training station to assess this learning experience. The external practical component of the program must be scheduled for a minimum of 100-120 hours with a well defined training plan. The personal contact between teacher/employer/student will strengthen the program. Teachers should assume the responsibility for coordinating the activities both at the school and the training station.

3.4 Definitions

Career Preparation Program: A Career Preparation Program is defined as a selection and arrangement of courses in general education subjects and courses in major vocational fields to form a systematic pattern leading to graduation from a senior secondary school with advanced admission to a post-secondary program and/or direct entry to employment. Requirements to complete a program consists of six approved specialty courses (including cooperative career preparation studies) together with prescribed constant courses and electives to meet the criteria for secondary school graduation in British Columbia.

Career Preparation Program Teacher: A suitably qualified teacher employed by a school to teach a specialty subject and who, in addition, has the responsibility of coordinating and supervising related job experience.

Cooperative Career Preparation: The process of integrating the instructional, administrative and organizational activities of career preparation experience into a cooperative relationship between the school and the community.

Cooperative Education: A comprehensive term used to describe shared responsibilities and roles of teachers and employers in the provision of educational experiences that will prepare people for employment.

District Work Experience Coordinator: A teacher employed by a school board to direct, coordinate and supervise work experience and cooperative career preparation studies for the whole school district.

Training Plan: A written outline indicating what is to be learned by the student at the training station and what is to be taught in the school.

Training Sponsor: The individual at the training station directly responsible for the supervision of the student's activities external to the school.

Training Station: The location external to the school where the student receives training related to an individual career development plan.

Work Experience: Activities at a training station undertaken by a student as an integral part of an approved school program under the cooperative supervision of a qualified work experience teacher and an employer.

3.5 Definition of Curriculum Terms

Learning Package: A self-contained package, comprised of a series of modules sequenced in a logical way to progressively build knowledge and skills which will enable attainment of an intended learning outcome. The package should include a diagnostic pretest and a posttest.

Learning Outcome: A learning outcome stated in behavioural, measurable, or performance terms is an assertion of what is expected to happen as a result of learning having taken place. The statement usually defines what the activity and subject matter will be, the conditions under which it will take place, and the minimum performance standard required. Purposes of the learning outcomes:

a. The student and teacher know what is expected upon completion of an instructional unit.
b. The most appropriate instructional materials and strategy can be chosen in order to ensure achievement of the learning outcomes.
c. The statements provide a basis for measuring student progress related to the learning tasks.

Module: A combination of goals, instructions, content, and activities which facilitate the development of a desired competency. Each module focuses on a specific job task and learning outcome. Modules may focus on the need for essential knowledge, or hands-on practice, or integration of knowledge and skills to perform a job task.

Modules for Self-paced Instruction: The students can work through the modules, with the supervision of the teacher, at their own pace, instead of an imposed time schedule. The module is completed when the student demonstrates mastery of the intended learning outcome.

Vocational Education: The educational experiences offered at the secondary and post-secondary school levels that provide individuals with skills and talents to develop capacities for: (a) entry level employment, or (b) upgrading in an occupation, or (c) retraining in a new occupation, leading to qualifications for employment requiring less than a university degree upon completion of the program.

PART 4.0 GOALS OF CAREER PREPARATION PROGRAMS

4.1 Review Process

From a review in 1977 of the effectiveness of secondary programs to adequately prepare students for future employment, three conclusions were made:

a. There was a need to undertake a more efficient and relevant use of student time for the grade 11 and 12 years.
b. There was a lack of realistic orientation to the world of work and this was deemed to contribute to the poor employment situation for many students.
c. There was evidence from the Report of the Commission on Vocational, Technical and Trades Training in British Columbia, (1977) that more effective vocational training was needed in grades 11 and 12 to adequately prepare some students for direct entry into the work force.

Pilot programs in career preparation were undertaken in various areas of the province between 1977 and 1980 and the results of these programs supported assumptions that:

a. in addition to the present provisions for secondary school graduation, the school may extend the opportunity in grades 11 and 12 for a student to gain marketable skills and/or advanced standing in post-secondary courses or programs;
b. the provision of employment skills should not reduce the percentage of graduating students when compared to the school population generally;
c. the provision of marketable skills should have a positive effect upon the graduates' employment opportunities when compared to the total graduate population;
d. the monitoring of the pilot projects would provide information on the effects of the projects on the number of students choosing to further their full time studies;
e. the pilot projects would have a positive effect upon the total integration process between secondary and post-secondary education (including the Apprenticeship Branch of the Ministry of Labour);
f. the funding arrangements for the pilot project would provide the information necessary to establish a rational system of funding if the projects are extended to the whole province;
g. monitoring of the pilot projects would provide information on the effects of the project on:
    i. the basic comprehensive graduation programs offered in the schools;
    ii. the standards and expectations of post-secondary courses and programs with respect to secondary schools, and
    iii. the possible areas of conflict regarding the responsibilities of the secondary school and teachers and the post-secondary institutions and instructors.

4.2 Recommendations

In 1980, the Ministry of Education agreed to the recommendations of a steering committee that the career preparation program receive formal endorsation. Four goals for the program were established. The Ministry of Education should:

a. foster career training in the schools without sacrificing the general education function of the school,
b. increase the articulation of programs between secondary schools and post-secondary institutions through joint development of relevant curriculum units in career and vocational areas,
c. define the career preparation program and monitor career training in order to assure the status, quality and provincial credibility of such training, and
d. develop, through joint consultation, the administrative framework which will guide the general and specific conditions for course recognition by post-secondary institutions.

The primary goal for the career preparation program is to provide students at secondary schools with the opportunity to gain increased awareness of career and employment needs without sacrificing the general educational function of the schools. Courses are designed to integrate with the business and industrial community and with post-secondary colleges and Provincial institutes.

4.3 Student Outcomes

Goals for student outcomes in career preparation programs are:

a. to develop competencies and marketable skills for some individuals to prepare for an entry level job;
b. to acquire prerequisite qualifications for some individuals who may pursue further training and/or advanced placement in an integrated program at a post-secondary school;
c. to attain skills necessary to locate, read and comprehend material or literature related to their particular field of career interest;
d. to attain a basic level of skills and talents needed for employment in a particular vocation (occupation);
e. to achieve the competencies necessary for critical thinking and problem solving in a specialized area of study;
f. to develop self-discipline for constructive work and study habits;
g. to develop feelings of pride and self-confidence in achievement and progress;
h. to acquire a sense of respect and concern toward personal property as well as the property of others;
i. to increase personal and social competencies and acquire a sense of social responsibility; and
j. to increase cooperative work skills to attain group goals.

PART 5.0 ORGANIZATION

A career preparation program has been defined as a selection and arrangement of courses in general education subjects and in major vocational fields to form a systematic pattern leading to secondary school graduation with qualifications for direct entry to employment and/or advanced admission to a post-secondary school program.

5.1 Goals and Outcomes

General goals are provided for each program, each course, and for each module within the course. These goals are intended to provide general direction to the teachers, students and employers to indicate the broad parameters at each level.

Learning outcomes are specified for each module in terms that will indicate the performance levels that students are expected to achieve for completion of each unit and course. Criterion referenced tests may be developed by teachers to ensure that projected competencies for students are similar in various regions of the province.

5.2 Program Requirements

Requirements to complete a career preparation program consist of four constant courses, six provincially approved specialty courses and at least two additional elective courses for a minimum of twelve courses to meet the requirements for secondary school graduation. Within the six specialty courses of approximately 120 hours each (minimum of 700 hours), students will complete units in cooperative career preparation studies in grades 11 and 12.

Courses in the sample outline that follows for a student program in grades 11 and 12 should be regarded as the basic requirements for graduation with a career preparation specialty. There will be situations where it will be necessary, and to the student's advantage, to apply the elective courses to subjects as mathematics, physics or general business to acquire adequate preparation for a vocational choice or for requirements of a post-secondary institution. Students planning on a career in trades related to general mechanics will benefit from a mathematics course while another student may require a business education course for a career in the hospitality industry. The student program should be organized to provide the most useful background for entry into a chosen career field.

CAREER PREPARATION PROGRAM FOR

HOSPITALITY/TOURISM INDUSTRY

CONSTANTS (4)	English 11 English 12 Social Studies 11 Physical and Health Education 11	
SPECIALTY (6)	C P 11 Hospitality/Tourism Industry) C P 11 Hospitality/Tourism Industry) C P 11 Hospitality/Tourism Industry) Minimum) of C P 12 Hospitality-Food Services) 700 hours C P 12 Hospitality-Food Services) C P 12 Hospitality-Food Services)	
ELECTIVES (4)	4 courses	

SECONDARY SCHOOL REQUIREMENTS - completion of a minimum of twelve courses for graduation. For further details, refer to the Administrative Handbook 1981.

5.3 Guidelines

The fundamental purpose in the foregoing organization is to ensure that students complete the general education constants and acquire some specialized experiences that will prepare them for employment or continuing education. When students enter a career preparation program in grade 11, they will concentrate on the acquisition of core skills related to an occupational field or industry. Development of personal and interpersonal skills and an orientation to the organization of business and labour will be an integral part of the learning process.

In grade 12, the students will move from the core skills acquired in grade 11 to more specific skills related to an occupational/vocational choice. During this school year, students will gain practical experience in community based learning activities at a job site for a minimum period of 100 - 120 hours. Teachers of the specialty courses will arrange for the external practical experience with various business firms and visit each student at the training station as part of the cooperative career preparation studies. Teachers should prepare information that will assist the employer in assessing the performance of the student at a training station.

Practical experience is an integral part of the educational program for students enrolled in career preparation. School credit is granted for the cooperative career preparation component at a job site but the student should not be paid wages while working under the supervision of school personnel. The student must not displace a regular employee and should recognize that there is no assurance of a job at the conclusion of the training period.

In addition to Workers' Compensation Board coverage for school arranged cooperative career preparation with an employer, a student or their parents may choose to purchase personal accident insurance. Any student under the age of majority requires parent or guardian approval in writing before participating in a learning situation external to the school. Further details and approval forms are available from the Ministry of Education (Career Programs).

5.4 Advisory Committees

Advisory committees can perform a valuable role in the development of career preparation programs. The advice and guidance provided to teachers by representatives of employers, employees and the community is extremely important. The function of the advisory committee is not to establish policy or to make financial decisions but this voluntary group can provide a vital communication link between the school and the community. Recommendations for action will represent the best advice available to plan viable programs for the benefit of the student.

Functions of advisory committees as they relate to career preparation programs are:

a. to assist in determining and evaluating the needs which the program is designed to meet;
b. to assist in defining relevant program objectives;
c. to assist in promoting public awareness of the instructional program by colleges, unions, professional associations, employers and appropriate community groups and government;
d. to assist in securing community support of the instructional program, including formal recognition by industry and regulatory bodies, as well as government approval;
e. to assist in the placement of graduates; and
f. to assist in obtaining and coordinating student field experience in the community.

Advisory committees should have representation, where appropriate, from the secondary school, school district, local industry, unions or related associations, and post-secondary institutions in the region. A suggested composition for the advisory committee would include: Superintendent of Schools or representative; school principal or representative; teacher(s); college or Provincial institute representative; employer representative(s); employee representative; district career coordinator (work experience coordinator); labour representative; school trustee.

5.5 Cooperative Education

Education is currently viewed as the way to prepare people for their lifework and the need for experiential learning is evident. One of the proven methods for the student to develop responsibility and dependability within the educational process is to arrange for organized learning experiences with an employer. Opportunities can be provided for the student to gain practical experience with an employer under the concept of cooperative education. The primary purpose of cooperative education is to provide the student with planned and evaluated practice/experiences which will enhance the integration of theory learned in the classroom with pragmatic requirements of the work situation. Acceptance of this premise implies that there are definite procedures that must be followed for implementing cooperative education practices.

Primary responsibility rests with the teacher to:

a. design an overall plan for the student to participate in cooperative education;
b. involve the advisory committee to validate proposed plans before implementation;
c. consult with teachers, counsellors and CHOICES specialists concerning career goals for students;
d. establish and maintain training stations;

e. outline parameters of student experiences to be provided by employers;
f. develop a training plan of proposed experiences and how these activities relate to school based courses;
g. provide guidelines that may be used by the employers;
h. outline the legal requirements that apply to students for compliance with guidelines from Ministry of Education, Ministry of Labour and the Workers' Compensation Board;
i. contact the local office of the appropriate labour organization (where applicable);
j. conduct visits with each student at the training stations; and
k. determine and implement the evaluation procedures that will be used for each student in the course.

In conducting the cooperative education component of a career preparation program, the teacher coordinator is of vital importance to the operation of a successful plan. Detailed planning and evaluation procedures will enable all the affected parties to contribute to the learning experiences of each student. All activities between the school and a business must be coordinated in a manner that allows maximum opportunity for each student to practice what they learn. When evaluation techniques are well designed, the teacher and the advisory committee will be able to analyze the results and consider changes for improving this aspect of experiential learning.

Educational planning for cooperative career preparation experiences are incorporated as an integral part of this curriculum guide. The provision of the cooperative career preparation studies cannot be implemented as a separate component in isolation to approved courses. When people from the education system develop a cooperative approach with the business community to the learning needs of students, the transition from school to work will be more effective for all students who participate in cooperative career preparation.

Teachers of career preparation programs will need to coordinate their planning with a district staff person assigned to coordinate activities between the schools and employers. In large school districts there will be greater need to develop procedures between schools to organize the efforts of teachers who provide general work experience for students in any subjects and for students in the cooperative career preparation studies. The district coordinator will be responsible for maintaining consistency in policy and ensuring that all legal requirements are complied with according to school board policies.

PART 6.0 EVALUATION

6.1 Evaluation Process

One of the important components of the Career Preparation Program that is critical to the successful acceptance by the community and post-secondary institutions is the matter of evaluation. Criteria within a curriculum guide for student performance must be established to indicate student progress. Evaluation must be consistent to provide the necessary documentation of the student achievement. Each program is organized in units and modules to indicate expected performance in terms of intended learning outcomes. On the basis of the statements concerning student performance, various measurement methods may be employed to validate the achievement for the benefit of the students, parents, post-secondary teachers and potential employers.

Included in the evaluation process will be tests to consider progress in the affective, cognitive, psychomotor and perceptive domains. Terminal performance should consider theoretical knowledge, practical skills and the personal and interpersonal attributes that contribute to successful employment. Students are expected to affirm their understanding of the learning outcomes for each module through valid expression of their skills and talents. Indications of their cooperation with others and attitudes to work and future learning needs are an important consideration of the evaluation process for career preparation.

Students can be encouraged to judge their own progress in relation to the established objectives for the modules comprising a course outline. Rigid time limits for each module are not prescribed since there is recognition of the variable abilities of individuals to acquire skills and talents necessary for acceptable performance.

Learning outcomes and criteria have been stated according to the perceived needs of the students, employers and instructors of related courses and programs in colleges and Provincial institutes. Evaluation techniques and methods must be flexible but the results should indicate the standard of performance that has been achieved. Collaboration between teachers at secondary schools and instructors at post-secondary institutions is essential to ensure that the goals of the program are being met to effectively integrate courses which comprise each career preparation program. Regular meetings of advisory committees will help facilitate reviews of the goals and objectives and ensure that the interests of the concerned individuals are being considered.

Evaluation processes should be designed to assist students to acquire the necessary skills and talents that will be useful for a vocational goal. Performance criteria can be reviewed at appropriate intervals to ensure that standards are realistic and that employers and post-secondary instructors are satisfied with the graduates of the programs. Students should acquire a broad view of an employment field before they select an occupation that will require concentrated study and preparation. Qualifications for one job are often related to other jobs and the evaluation process must be designed to enhance student growth for employability in related occupations. Procedures for testing in any career area should help and not hinder student growth in the realization of personal goals that will lead to gainful employment. Evaluation should clarify the capabilities of individuals and provide essential information to students, parents and employers.

6.2 Determination of Performance Criteria

Part of the learning process concerns the evaluation process and various methods may be used by teachers to determine the progress of students. Teacher strategies will be employed in the affective, cognitive, psychomotor and perceptive domains. Performance levels in the cognitive domain will usually be assessed by formal written exams. In addition, there will be procedures to determine performance in the practical demonstration of abilities and other tests that will require the professional expertise of the teacher to assess performance levels. There are at least six evaluation procedures that teachers may apply to assess student progress toward the learning outcomes in this curriculum guide.

A bank of evaluation resource materials, including curriculum referenced tests and procedures for evaluating manipulative skills, will be developed and made available on a provincial basis to assist the classroom teacher and to serve as external benchmarks. At the same time, within the six categories below, it is expected that teachers will develop and share other materials that may be applied to the instructional process.

- Comprehensive written examination (on the cognitive level for all aspects of subject matter)
- Practical demonstration (on manipulative skills)
- Oral examination (on verbal descriptions of processes)
- Team or group examination (on activities that involve two or more students)
- Observation
- Questionnaire/opinionnaire instrument (on reactions from cooperative education experiences)

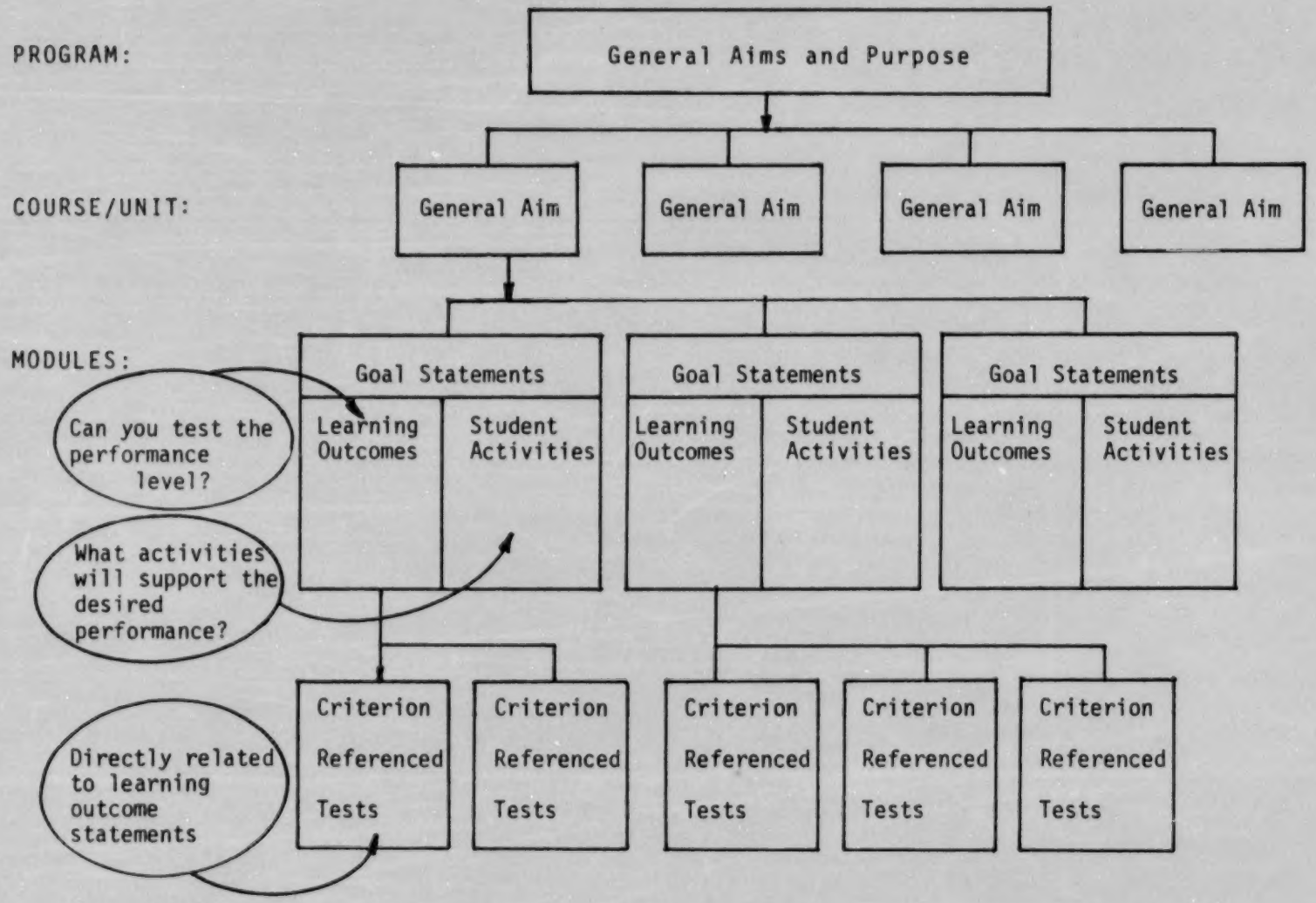
CURRICULUM FORMAT

The following sections of this curriculum guide consist of:

- Aims and purposes for students enrolled in a Career Preparation Program for Hospitality/Tourism Industry,
- Course/unit general aims which indicate the general knowledge/skill required to achieve a satisfactory level of performance,
- Goal statements and learning outcomes for each module with student outcomes for the expected levels of achievement,
- Student activities designed to support the learning outcomes of each module, and
- Bibliography and resources that may be used to assist the student achieve the learning outcomes.

The learning outcomes specify the minimum levels that are essential for the satisfactory completion of each module. This information is compiled under particular topics but the sequence of teaching any aspect of the program is the responsibility of the teacher. Professional expertise should be applied to plan instruction and to expand and enhance student performance without undue reliance on tests to measure cognitive knowledge. In the process of evaluation the teacher should consider all aspects which contribute to the effective mastery of skills for each occupation. Evaluation should include assessment of skills, knowledge, talents, personal and interpersonal behaviour related to a vocation. The development of attitudes toward the work ethic should be considered in the provision of experiences leading to successful employment.

Essential components to support the learning experiences outlines in courses will be cooperative career preparation studies. Teachers should develop procedures with business personnel in the community to ensure that cooperative activities at school and in the community are provided for all aspects of the career preparation program. Organized learning experiences away from the school building should be related to particular goals and learning outcomes stated in the following sections of this curriculum guide.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General Aim
General Aim
General Aim
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Goal Statements
Goal Statements
Learning Outcomes
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Learning Outcomes
Student Activities
Learning Outcomes
Student Activities
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What activities will support the desired performance?
Directly related to learning outcome statements
Criterion Referenced Tests
Criterion Referenced Tests
Criterion Referenced Tests
Criterion Referenced Tests
Criterion Referenced Tests

Section Two

CP 11 - Hospitality/ Tourism Industry

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C P 11 - HOSPITALITY/TOURISM INDUSTRY

General Aims and Purpose

The primary aim of the Hospitality/Tourism Industry program in grade 11 is to provide learning experiences that will prepare students for either direct entry to employment or to qualify for advanced standing in a related program at college or a Provincial institute. Part of the program includes an integral component of cooperative career preparation studies which are designed to orient students to the requirements of employment through work study experiences. This component can be organized by the specialist teacher to use various resource persons who can provide the expertise necessary to help students understand aspects of career preparation studies.

Students should acquire knowledge of:

a. career opportunities and educational requirements in the hospitality industry;

b. skills and talents needed in the hospitality industry;

c. recreation and entertainment services in local and regional areas;

d. tourist activities in local vicinity;

e. skills needed for preparing the basic food in quantity (meats, seafood, poultry, vegetables, soups, sauces and baking);

f. employment opportunities and the necessary marketable skills in hospitality industry (work experience);

g. concepts related to job satisfaction and work ethics for successful employment;

h. the practice of hygienne and safe, orderly work habits;

i. continuing education opportunities at various post-secondary institutions;

j. basic tools and techniques in the hospitality industry.

UNIT 1.0 COOPERATIVE CAREER PREPARATION (SCHOOL BASED)

Career planning and preparation involves a combination of educational experiences that will enhance the individual's personal development and provide practical experiences leading to a vocational field of interest. Cooperative educational experiences are designed to provide opportunities for students to become involved in career related experiences through community participation. In grade 11 the students should have opportunities to:

a. learn about career development within the course requirements,
b. observe employees at work in the community,
c. participate in discussions with resource persons from the community,
d. acquire knowledge of proven procedures for job searching and interviewing, and
e. become aware of educational requirements for particular careers.

These educational experiences are intended to be an integral part of the learning experiences within the career preparation program. Students will gain further experiences in cooperative education in grade 12 through actual work experience in the community.

General Aims

The student should:

a. gain practical assistance in making the transition from school to a career field of interest,
b. develop skills and abilities that are needed for employment in a career field of the student's choice,
c. acquire confidence to enter the world of work with an increased measure of competence,
d. develop respect for other people and the work that they do,
e. develop a systematic approach to solving problems,
f. participate in discussions related to career choice and life style to increase the student's awareness of the importance to health, happiness and economic security.

MODULE 1.01 CAREER DEVELOPMENT

Goal Statements

The learning experiences in this module are designed to:

a. increase student awareness of the job opportunities in the community;
b. enable each student to gain insight into the aptitudes and skills required for various occupations;
c. assist the student to develop a relationship between immediate experiences and decisions that influence their evolving career development;
d. help the student to understand factors that influence the choice of a vocation or profession;
e. provide experiences in decision-making skills;
f. help the student to understand communication processes;
g. enable each student to learn and practice good work habits for employment situations;
h. assist each student to develop suitable, realistic and personally desirable career goals;
i. increase the student awareness of the need for lifestyle planning (job, vocation, leisure); and
j. enable the student to enter the world of work with increased measure of competence.

Learning Outcomes	Student Activities
The student should be able to:	
1.01.01	
analyze lifestyle	-discuss relationship of job, vocation leisure -discuss skill identification and career/lifestyle planning
1.01.02	
identify reasons that lead people to work and the relationship to lifestyles	-consider why people work -discuss work ethic, social values, economic independence

1.01.03	
analyze and list tentative vocational objectives	-compare vocational family grouping of occupations
1.01.04	
evaluate and describe the process of 'goal setting'	-examine methods of setting goals -develop personal lists of methods to set and achieve goals
1.01.05	
analyze factors to consider in career selection	-discuss reasons for people to work -examine job cluster charts -discuss educational requirements of jobs -identify factors to consider in career decisions -discuss career 'payoffs' -consider corporate vs. consumer attitudes
1.01.06	
describe relationship between what is learned in school and the problems and activities outside school	-select a specific occupation and analyze the relationship of school experiences to employment demands -compare specific training as related to career goals
1.01.07	
demonstrate positive attitudes toward punctuality, honesty, courtesy, responsibility and cooperation	-review company losses due to theft, absenteeism, shoplifting -discuss employee responsibilities and personal relations
1.01.08	
identify factors that influence opportunities for vertical and horizontal mobility in a selected career field	-analyze qualifications for job entry -use examples from industry

1.01.09 participate and use communication skills in group interaction situations	-cooperate with other students in class work

MODULE 1.02 WORK ETHIC AND WORK OBSERVATION

Goal Statements

The learning activities in this module are designed to:

a. review the concept of 'work ethic' in relation to the economy,
b. provide every student with various methods of conducting a work observation (shadowing) session,
c. increase the ability of each student to interview and gather information from people,
d. help the student to recognize the various types of remuneration,
e. develop attitudes toward motivational factors,
f. help each student to recognize the importance of appearance and personal ethics to employment success, and
g. develop an awareness of appropriate standards for various occupations.

Learning Outcomes	Student Activities
The student should be able to:	
1.02.01	
describe positive work habits and attitudes	-class discussions -analyze prepared examples -discuss job/career satisfaction -select positive habits and attitudes from a mixed list of positive and negative ones
1.02.02	
prepare a brief oral report on a selected career that outlines advantages and disadvantages for employment in the field	-review social and economic aspects of various occupations -examine present and future demands for employment in particular jobs
1.02.03	
list the safety factors that are critical to a particular job	-consider training needs -discuss "external" dangers, e.g. law enforcement duties -research importance of "safety attitude" -categorize "risk" factors

1.02.04 define and give examples of four methods of remuneration	-discussion of wage, salary, commission, fee -discuss rationale for types of payment systems -use of resource speakers -discuss unemployment insurance, group insurance, medical insurance, profit sharing, holiday pay, W C B
1.02.05 identify the importance of appropriate dress necessary for an occupation	-group discussions

MODULE 1.03 BUSINESS AND LABOUR

Goal Statements

The learning experiences in this module are designed to:

a. help the student to relate individual jobs to various organizational structures,
b. help each student to understand the function and responsibility of management,
c. assist each student to recognize the role of the labour organizations in business enterprises,
d. analyze the respective roles of labour and management personnel,
e. review the process of contract negotiations,
f. increase student awareness of the contribution of labour to economic growth and development in the country,
g. provide information that outlines the contribution of the labour movement to the social and economic growth of the country, and
h. examine the development of the major unions.

Learning Outcomes	Student Activities
The student should be able to:	
1.03.01	
prepare a chart to outline a typical company organization	-discuss the importance of various roles in a company
1.03.02	
list the essential positions in a basic plan of a company organization	-make a flow chart -discuss "entrepeneurship" -discuss career paths and motivational factors for people -review organizational plan for small and large companies, identify "essential" positions
1.03.03	
compare the essential differences between management roles and workers	-simulation exercise

1.03.04 list the attributes of a manager and a leader	-class discussion
1.03.05 analyze methods used to accomplish company goals	-simulation exercises -prepared handouts -discuss social and consumer goals and needs
1.03.06 list the basic steps that are usually followed for contract negotiations	-group discussions -use guest speaker -role play exercises
1.03.07 describe some current developments in the labour movement	-discuss handouts and films
1.03.08 make a flow chart on the labour organizational structure	-group discussions and activities
1.03.09 debate an issue concerning any of these topics: a. unionism b. capitalism c. equal rights d. sexual equality e. employee benefits	-discuss with resource speakers
1.03.10 outline the labour market in a career field and project conditions that would cause changes	-discuss job stability -project employment needs and the role of labour
1.03.11 list the procedures to be followed in a grievance procedure	-use resource people from labour organizations

1.03.12 define common terminology, i.e. shop steward, local, grievance, process	-review prepared materials -read case studies

MODULE 1.04 LEGISLATION, STATUTES, SOCIAL INSURANCE, EMPLOYEE RIGHTS, AND WORKING CONDITIONS

Goal Statements

The learning experiences in this module are designed to:

a. develop an awareness of the legislative process and laws that protect employee rights,
b. help each student to become familiar with the sources of information relative to employee rights and responsibilities,
c. increase student awareness of the legal system for establishing an orderly society,
d. help the student to become familiar with common requirements of an employee, and
e. enable each student to become aware of employee/employer rights under legislation.

Learning Outcomes	Student Activities
The student should be able to:	
1.04.01 research and synopsize information pertaining to rights of the employee: a. Human Rights Code b. Labour Code of B.C. c. Workers' Compensation Act d. Employment Standards Act	-prepare examples and discuss in class, share views -use resource people in discussions -conference call to appropriate government department
1.04.02 describe why laws exist	-discuss examples of 'equality in law'
1.04.03 list examples of legal protection for employees within Workers' Compensation Act regulations	-relate importance of Workers' Compensation Act regulations to workers -consider limitations of 'First Aid' and importance of adequate training before treating injured persons

1.04.04 recognize approved meanings for common legal forms	-meet with community people from police, legal and municipal levels
1.04.05 list examples of proper care of company equipment and materials	-differentiate between routine maintenance and careless breakage
1.04.06 list reasons for employee punctuality	-discuss different occupational requirements
1.04.07 define 'overtime' in two different occupations	-discuss labour laws -relate concept of overtime to salary -consider employer expectations
1.04.08 complete various types of application forms, income tax forms, time cards, etc.	-practice completion of basic forms that employees use -calculate salary by day, week, month and year
1.04.09 analyze desirable and non-desirable considerations that relate to a specific geographic location for employment	-discuss particular jobs in urban, rural and remote areas
1.04.10 select and describe the most appropriate procedures for dealing with three assigned emergency situations	-review individual responsibility for helping people in distress -discuss emergency routines

MODULE 1.05 JOB SEARCH SKILLS AND INTERVIEWS

Goal Statements

The learning experiences in this module are designed to:

a. help each student to adopt a disciplined and methodical approach to the job search process,
b. provide examples of proven processes in preparing resumés and qualifications,
c. introduce the student to some non-traditional job search skills,
d. assist each student to prepare for job interviews,
e. assist each student to practice methods of conducting job interviews, and
f. review and clarify various methods of arranging and participating in an interview for employment.

Learning Outcomes	Student Activities
The student should be able to:	
1.05.01	
identify the 'hidden' job market	-survey ways that people find jobs
1.05.02	
complete two resumé outlines for simulated situations	-use various formats, chronological, functional, qualifications -organize information in an approved format and style
1.05.03	
draft a covering letter for resumé	-write letters and compare with others in class
1.05.04	
examine procedures used to screen applicants for employment	-discuss various company personnel procedures
1.05.05	
follow detailed instructions to complete two application forms	-use and complete sample application forms

1.05.06	
outline basic steps to follow for initial contact with an employer	-prepare a letter that requests an application form -discuss pros and cons of contacts by phone, letter or interview
1.05.07	
apply successful job search techniques	-use resource personnel from Employment and Immigration Canada -list all agencies and organizations that may be contacted for jobs
1.05.08	
list employment opportunities from a search of: a. newspaper classified sections b. personal contacts c. informational interviews (friends) d. Canada Employment Centres	-discuss terms and occupational titles for various occupations -interpret information from printed employment want ads
1.05.09	
participate in a role-playing situation of contacting an employer about a job opening	-role play according to prepared script -tape record and critique conversations -video tape record from a script
1.05.10	
practice interviewing skills	-tape a simulated interview situation with other students -demonstrate appropriate manners and etiquette -writing letters of thanks where appropriate
1.05.11	
prepare a job prospect card	-review examples and complete a sample

MODULE 1.06 FIELD TRIPS AND RESOURCE SPEAKERS

Goal Statements

The learning experiences in this module are designed to:

a. provide the opportunity for occupational observation exploration by utilizing the resources of the community, and
b. involve the community in the educational career development of the student.

Learning Outcomes	Student Activities
The student should be able to:	
1.06.01	
write a synopsis of a film or article on a career field of the student's choice	-view films or articles and discuss in class
1.06.02	
contact and arrange for a guest speaker to visit the class for a discussion	-discuss procedures and act as host/hostess
1.06.03	
interview three employers to record opinions and requirements that are deemed to be important to effective employment	-conduct interviews and make oral report to class
1.06.04	
prepare an outline of specific items on working conditions that should be observed during a field trip to a business firm	-complete written evaluation outline

UNIT 2.0 HUMAN RELATIONS

General Aims

The student should:

a. develop a variety of personal and interpersonal skills;
b. learn communication skills used in one-to-one helping situations;
c. develop an understanding of individual differences; and
d. gain respect for self and others by recognizing values, emotion, perception and motivation.

MODULE 2.01 DEVELOPMENT CONCEPTS OF ADULTHOOD

Goal Statements

The learning experiences in this module are designed to:

a. acquaint each student with the growth concepts of adulthood,
b. introduce the student to career patterns of males and females in the adult life cycle, and
c. help each student to recognize the needs of adults regarding possible occupational change and continuing education.

Learning Outcomes	Student Activities
The student should be able to:	
2.01.01	
state the importance of relationships with others	-review the value of relationships one might develop in participating in the business community
2.01.02	
describe the roles of adults in our society	-discuss changing patterns of stereotyping
2.01.03	
list factors that affect career planning during adulthood	-study and discuss biological, sociological and emotional factors that affect career planning

MODULE 2.02 PERSONALITY DIFFERENCES

Goal Statements

The learning experiences in this module are designed to:

a. introduce the concept of psychological theory,
b. enable each student to become familiar with the categories or types of individual differences,
c. involve each student in situations which involve acceptance of individual differences, and
d. enable each student to appreciate personality dynamics.

Learning Outcomes	Student Activities
The student should be able to:	
2.02.01	
describe the concept of psychological theory	-discuss
2.02.02	
compare the effects of different cultures on the individual	-interview a person of a different culture -state and discuss ten foreign values that might differ from your own
2.02.03	
describe the meaning and causes of prejudice	-list types of prejudice -evaluate personal prejudices -role play a particular situation
2.02.04	
outline how people are stereotyped and what effect stereotyping has on communication	-invite a handicapped guest speaker and/or a minority group speaker
2.02.05	
outline some of the dynamic factors of their own personality	-trait listing exercises -chart class trait distribution -define the personalities within a small group -role-play a situation to develop leadership skills

MODULE 2.03 PROBLEM SOLVING

Goal Statements

The learning experiences in this module are designed to:

a. promote discussion on why values and standards are changing, and
b. enable each student to employ problem solving and decision making techniques.

Learning Outcomes	Student Activities
The student should be able to:	
2.03.01	
distinguish between fact, opinion, influence and judgement	-examine newspaper sections, advertisements, television, news and interview shows -debate controversial issue -make comparative studies -reverse role situations
2.03.02	
participate in a systematic approach to decision making and problem solving	-group consensus activities -employ problem solving technique to specific cases

MODULE 2.04 COMMUNICATION SKILLS

Goal Statements

The learning experiences in this module are designed to:

a. increase student awareness of how perception influences behaviour;
b. orient each student to the effects of perception on communication;
c. help the student to understand the difference between active and passive listening;
d. enable each student to pinpoint the type of listening which is appropriate to different occasions;
e. develop student awareness of non-verbal communication behaviours; and
f. assist the student to develop attending skills, and utilize non-verbal cues.

Learning Outcomes	Student Activities
The student should be able to:	
2.04.01	
identify the senses and factors which contribute to perception	-participate in experiential activities to consider the senses and factors which contribute to sensory perception
2.04.02	
practice human relation skills with the knowledge that perception influences communication	-one-to-one and group discussion
2.04.03	
practice active listening skills	-provide listening experiences which demand skill practice -use speakers, media, groups, etc.

2.04.04 discern the type of listening to use in various cases	-discuss and practice types of listening
2.04.05 identify categories of non-verbal behaviours	-list some of the many non-verbal communication behaviours observed in and outside of class for one day -discuss significance of non-verbal behaviours
2.04.06 practice non-verbal communication skills in a group setting	-group discussions -role play situations

MODULE 2.05 MOTIVATION

Goal Statements

The learning experiences in this module are designed to:

a. increase student understanding of emotion and how it affects behaviour;
b. outline strategies for coping;
c. enable each student to recognize the relationship between emotion and psychosomatic illnesses; and
d. help each student to recognize the influence of motivation on behaviour.

Learning Outcomes	Student Activities
The student should be able to:	
2.05.01	
outline the role of emotion in human behaviour	-participate in role-playing situations -discuss absenteeism in relation to emotion
2.05.02	
discuss the physical and mental effects of emotion	-say student name aloud with different emotion and tone; discuss reactions/feelings
2.05.03	
practice coping strategies regarding fear and anger	-discuss coping strategies -apply to personal cases
2.05.04	
draw up a list of human needs	-rank needs in order of importance -debate ranking -identify their position on the scale of needs

2.05.05 describe the interaction of biological and social factors on motivation	-discussion
2.05.06 distinguish between shared and individual motives	-construct comparative chart of class members, noting shared and individual motives

MODULE 2.06 PRACTICAL APPLICATION OF COMMUNICATION SKILLS

Goal Statements

The learning experiences in this module are designed to:

a. increase interpersonal effectiveness of each student by more accurately perceiving the behaviour of others, and
b. help each student to develop responding skills.

Learning Outcomes	Student Activities
The student should be able to:	
2.06.01	
convey the difference between positive and negative feedback	-discuss and demonstrate differences -apply role play techniques
2.06.02	
recognize defense mechanism in self and others	-discuss types of defense and escape mechanisms and nervous habits
2.06.03	
perceive overt and covert feelings from written and spoken communications	-discuss use of an effective vocabulary -apply vocabulary to communications
2.06.04	
use a combination of empathy, respect and sincerity in communication situations	-discuss responding skills -conduct a peer counselling session

UNIT 3.0 INDUSTRY ORGANIZATION - HOSPITALITY/TOURISM

General Aims

The students should:

a. develop increased understanding of the hospitality/tourism industry in the world, Canada and British Columbia;
b. develop increased awareness of the importance of the hospitality/tourism industry to local, provincial and national economics;
c. develop increased awareness of the types of institutions and activities that comprise the hospitality/tourism industry; and
d. acquire knowledge of planning, organizing, coordinating, directing and decision-making functions of hospitality/tourism management.

MODULE 3.01 HOSPITALITY/TOURISM (WORLD, CANADA, BRITISH COLUMBIA)

Goal Statements

The learning experiences in this module are designed to:

a. develop an awareness of the importance of the hospitality/tourism industry;
b. review present and future trends for the hospitality/tourism industry;
c. help each student to analyze a hospitality/tourism facility as a model of the free enterprise system;
d. help each student to analyze the financial benefits to the economy from hospitality/tourism expenditures; and
e. increase student understanding of the history and development of the hospitality/tourism industry.

Learning Outcomes	Student Activities
The student should be able to: 3.01.01 prepare a brief analysis to describe the importance of the hospitality/tourism industry	-discuss economics, world trade balance and employment related to hospitality/tourism industry

3.01.02 identify segments of the industry and services provided	-review assigned materials and discuss in class

MODULE 3.02 CHARACTERISTICS OF THE INDUSTRY

Goal Statements

The learning experiences in this module are designed to:

a. develop increased awareness of the variety of institutions and activities that comprise the tourist industry;
b. develop awareness of the causes and solutions to maintain efficient operations in the hospitality industry; and
c. gain knowledge of and skill in the use of terms essential to the conduct of business in the hospitality/tourism industry (e.g. travel, hotel, meals).

Learning Outcomes	Student Activities
The student should be able to:	
3.02.01	
list some operations and activities that comprise the tourist industry	-review literature on the tourist industry
3.02.02	
outline key factors to consider for an efficient operation in the hospitality industry	-invite resource speakers
3.02.03	
outline the system of franchising and how it affects the lodging and food service industry	-resource speaker from a large hotel/motel -compare rate structures
3.02.04	
compile a list of basic terms that are common to the hospitality/ tourism industry	

MODULE 3.03 PROVINCIAL/REGIONAL/LOCAL ACTIVITIES AND OBJECTIVES

Goal Statements

The learning experiences in this module are designed to:

a. develop student awareness of the importance of tourism activities in the local area;
b. provide an overview of local tourist activities and facilities; and
c. develop student awareness of the impact of tourism locally and worldwide.

Learning Outcomes	Student Activities
The student should be able to:	
3.03.01 outline economic factors in relation to tourism	-invite a resource person from Chamber of Commerce
3.03.02 describe the importance of tourist promotion as it affects provincial, regional and local interests	-discuss in class -review assigned information
3.03.03 list five reasons that a tourist might consider important for visiting an area	-discuss individual needs of tourists

UNIT 4.0 COMPONENTS OF HOSPITALITY/TOURISM INDUSTRY

General Aim

The students should become familiar with the variety and types of tourist facilities and activities (destination types, package tours, special interest types).

MODULE 4.01 THE ACCOMMODATION SECTOR

Goal Statements

The learning experiences in this module are designed to:

a. help each student to recognize the differences between various types of accommodation facilities;
b. assist the student to examine the organizational framework of accommodation facilities;
c. review the various types of accommodation facilities that operate in the local vicinity;
d. introduce the student to basic duties required for proper housekeeping routines;
e. introduce the student to procedures for establishing a maintenance schedule; and
f. develop a working knowledge of procedures for properly accommodating guests.

Learning Outcomes	Student Activities
The student should be able to: 4.01.01 list the important developments in the lodging industry since the beginning of the 20th century	-readings from library -collect pictures, make scrapbook -develop a manual relating to the hospitality - lodging industry -oral presentation by class groups -visits to local businesses to gather information

4.01.02	
describe three major influences upon the lodging industry in the last three decades	-discuss major changes in travel and recreation -discuss franchising -review transportation modes and the effect on lodging industry
4.01.03	
list five major hotel/motel chains in the United States and Canada and some characteristics that are similar	-discuss ownership, transportation, package arrangements, etc.
4.01.04	
describe three differences between hotels and motels	-interview two people and obtain their opinion on services -use a travel agent to meet with class (or interview by telephone) -refer to Green Book Accommodation categories
4.01.05	
list five food service jobs available in the lodging industry	-compare duties between hotels and a large restaurant -discuss experiences - favourable and unfavourable; analyze reasons -compile resource list of information -write job descriptions -invite resource person to meet and discuss items with class
4.01.06	
describe five housekeeping or maintenance jobs in the lodging industry	-consider duties of housekeeper, inspector, maid, linen room attendant, houseman, seamstress, carpenter, mechanic -discuss importance of cleanliness in physical plant

4.01.07 define the role of the night clerk and how it differs from the room clerk	-role play late arrivals
4.01.08 select three positions in front office or service departments and outline the duties that are performed	-interview people and share reports in class discussions -consider primary duties that are performed by people in the front office as guests reserve, arrive, stay and leave -role play particular occupation
4.01.09 describe major functions of three positions in the accounting department of a business	-review job roles of auditor/ accountant, night auditor, general cashier, restaurant manager, restaurant cashier, gift shop operator -obtain accounting forms and have business education explain the use -discuss need for math, accuracy and neatness
4.01.10 state the major differences between the American and European plans	-discuss origins of lodging plans

MODULE 4.02 THE FOOD SERVICE SECTOR

Goal Statements

The learning experiences in this module are designed to:

a. help each student to recognize the differences between various types of restaurant operations;
b. enable student to review the organizational framework of a restaurant operation; and
c. review various types of restaurant operations that operate in the vicinity.

Learning Outcomes	Student Activities
The student should be able to:	
4.02.01	
construct an organizational chart showing the line and staff relationship of each position within a food service operation	-in group activities, develop a chart to illustrate the organization of a typical catering department -discuss the importance of the catering department as a function within the hotel operation -visit local food service outlets
4.02.02	
list five titles of advanced career positions in the food service operation and describe two responsibilities of each position	-discuss responsibilities for: a. obtaining quotations for supplies, b. purchasing, c. planning for needs in the catering department d. storing and securing supplies -invite a food service manager to meet with the class

4.02.03 name five entry level jobs and give two duties of each in food service operation	-discuss entry level job opportunities for secondary school students who may start in a food service operation
4.02.04 outline three duties of the food service manager	-discuss need for forecasting -review need for food testing -consider the importance of the food service manager to the success of a business operation -compare prices at food service operations for food and beverages -relate food service manager duties to portion and yields analysis in financial planning

MODULE 4.03 THE TRAVEL AND TRANSPORTATION SECTOR

Goal Statements

The learning experiences in this module are designed to:

a. develop an awareness of the interrelationship between types of transportation needs and purpose of travel;
b. introduce the student to the present and future trends in the transportation sector of the industry;
c. help each student to review the organizational framework of standard transportation operations; and
d. help each student to acquire knowledge of the complex functions and organization of airlines, ground transportation companies, tour operations, travel agencies and transportation service organizations.

Learning Outcomes	Student Activities
The student should be able to:	
4.03.01	
describe five major factors which have impact upon the tourism/travel industries	-discuss economic factors, fuel shortages, technological changes, employment/ unemployment, competition, labour strife -select a business and analyze factors that have influenced the operation over ten years
4.03.02	
recognize meanings of basic terms used in transportation activities	-use matching tests for relating abbreviations, acronyms, or specialized terms -develop vocabulary lists on transportation terms
4.03.03	
describe five careers in the air transportation business	-contact people in the air transportation field and interview them - report to class

4.03.04 define five railroad jobs/careers and differentiate on the basis of educational preparation	-contact people in the railroad industry and interview them; report to class
4.03.05 describe five jobs/careers in bus transportation	-contact persons in the bus transportation field and interview them; report to class
4.03.06 identify three major factors that affect decisions of people in their travel plans	-compare modes of travel -analyze costs of travel -consider purposes for travel -group discussions and reports to class

MODULE 4.04 THE RECREATION AND ENTERTAINMENT SECTOR

Goal Statements

The learning experiences in this module are designed to:

a. develop an awareness of the interrelationship between the traveller and recreation and entertainment needs;
b. help the student to review the organizational framework of recreation and entertainment;
c. acquaint the student with the variety of recreation and entertainment facilities available in local areas; and
d. increase student awareness of the changing nature of the recreation and entertainment activities.

Learning Outcomes	Student Activities
The student should be able to:	
4.04.01	
list ten recreational activities	-review local interests
4.04.02	
identify three community events	-check newspapers, advertising of previous activities
4.04.03	
recommend particular activities for the following types of client: a. commercial traveller b. family with children c. tour group (special interest)	
4.04.04	
prepare an agenda for a specified event (student selected)	-examine processes for organizing activities

UNIT 5.0 GOVERNMENT AND INDUSTRY INTERRELATIONSHIPS

General Aim

The student should develop increased understanding of the respective roles of government and the tourist industry.

MODULE 5.01 SERVICES OF GOVERNMENT AGENCIES

Goal Statements

The learning experiences in this module are designed to:

a. review the number and variety of government agencies participating in the tourist industry (local and provincial government); and
b. outline procedures that will enable each student to gain access to available information.

Learning Outcomes	Student Activities
The student should be able to:	
5.01.01	
identify three ways in which local, provincial and federal governments encourage tourism as an industry	-compile resource material, newspaper clippings and reports -discuss cooperative plans to promote tourism as an industry
5.01.02	
describe the research techniques used by the lodging industry and/ or government services	-discuss marketing research -construct a questionnaire as a class project -review typical questionnaires -list particular groups as likely subjects for a survey -use a resource person as a source of information

MODULE 5.02 TRADE ASSOCIATIONS

Goal Statements

The learning experiences in this module are designed to:

a. consider the functions and operations of owner-operator organizations; and
b. review the purposes and advantages of trade associations.

Learning Outcomes	Student Activities
The student should be able to:	
5.02.01	
name three trade associations and state their purposes for existence in the hospitality/tourism industry	-review need for legislation, public education, advertising, financing -visit motels and list organizational affiliations and reasons -discuss endorsement policies -invite a resource person from the local Chamber of Commerce -obtain literature from trade organizations
5.02.02	
list five types of information the industry might want to obtain through research	-analyze reasons for business increase/decline, competition, area trends, prices, services provided, profits

UNIT 6.0 PEOPLE RELATIONSHIPS AND CAREER OPPORTUNITIES

General Aims

The student should:

a. increase awareness of the vital importance of good interpersonal relationships; and
b. develop individual career goals in relation to the hospitality/tourism industry.

MODULE 6.01 CAREER OPPORTUNITIES AND PATHS

Goal Statements

The learning experiences in this module are designed to:

a. help each student to recognize the interpersonal factors of the industry;
b. relate the importance of the hospitality/tourism industry to individual career goals; and
c. help each student to identify career opportunities.

Learning Outcomes	Student Activities
The student should be able to:	
6.01.01	
select a career vocation and describe the educational requirements for the position	-review opportunities for training with teacher/ counsellor -investigate entry level cpportunities for employment -investigate employment needs for graduates of a diploma program
6.01.02	
select a hospitality/tourism career and construct a career ladder from entry level to the chosen position	-review duties of maid, bartender, waiter/waitress, porter, clerk, checkroom, etc. -obtain booklets on job opportunities -tape interviews and share in class

6.01.03 select five positions of middle management level and describe the duties performed in the industry	-review roles of auditor, chef, catering manager, purchasing agent, desk clerk, hotel clerk, travel clerk, sales representative -compare combined duties that prevail in a smaller business
6.01.04 compare the salaries and positions achieved by an employee in the industry	-list the positions in a hotel/motel (large and small) -obtain data from sources as Employment and Immigration Canada and newspapers -discuss need for qualified personnel

MODULE 6.02 MANAGEMENT RESPONSIBILITIES TO EMPLOYEES AND GUESTS

Goal Statements

The learning experiences in this module are designed to:

a. review the legislative acts which affect the hospitality/tourism industry; and
b. review the types of licenses in the hospitality/tourism industry.

Learning Outcomes	Student Activities
The student should be able to:	
6.02.01	
state three benefits that the customer, the employee, and the industry receive through good customer relations	-discuss importance of repeat business, good communications and goodwill, low employee turnover, happier working conditions
6.02.02	
describe three obligations the management of a hotel has to their customers	-consider comfort, safety, cleanliness, employee training -invite a motel manager to meet class and discuss customer relations
6.02.03	
describe in general the laws which affect the hospitality/tourism industry	-discuss legislation in relation to liability, liens, safety, sanitation, finances, alcoholic beverage service -invite a guest speaker from business -review the following: a. Health Act b. Human Rights Act c. Employment Standards Act d. Hotel Keepers Act e. Liquor Control and Licensing Act f. Fire Services Act g. Workers' Compensation Act

MODULE 6.03 EMPLOYEE RESPONSIBILITIES TO MANAGEMENT AND OTHER EMPLOYEES

Goal Statement

The learning experiences in this module are designed to help each student to gain experience relating to employment responsibilities in the hospitality/tourism industry.

Learning Outcomes	Student Activities
The student should be able to:	
6.03.01	
describe at least ten desirable attributes of an employee in the hospitality/tourism industry	-discuss the importance of personal development in relation to success in the hospitality/tourism industry -compile lists of personal attributes in categories of essential, important, desirable, and useful
6.03.02	
list ten traits of a good hotel employee	-review and discuss competence, speech, personality, attitude, knowledge, sincerity, loyality, tact, courtesy, appearance, ambition, punctuality, honesty, intelligence, self-confidence, enthusiasm, tolerance -discuss good relations and profits -analyze personal traits useful to an employer -role play from assigned situations -analyze exaggerated situations -relate personal experiences -debate the statement "The customer is always right."

6.03.03 list three attributes of a successful employee in a hospitality/tourism business	-discuss personal appearance, characteristics, abilities, interpersonal styles -review types of personality tests that may be used, obtain samples
6.03.04 list the legislation that protects hospitality industry employees from unfair labour practices by the employer	-review copies of: a. Workers' Compensation Act b. Labour Code of B.C. c. Human Rights Act d. Employment Standards Act -use labour representatives as resource people to meet with class
6.03.05 describe in general the laws which affect employees in the hospitality/tourism industry	-review copies of: a. Employment Standards Act b. Workers' Compensation Act c. Human Rights Act -discuss legislation

MODULE 6.04 TOURISM BRITISH COLUMBIA HOSPITALITY COURSE

Goal Statements

The learning experiences in this module are designed to:

a. heighten student awareness of the potential of tourism in British Columbia;
b. reinforce materials covered in Units 3.0, 4.0, 5.0, 6.0; and
c. provide accreditation to students in the form of a certificate provided by the Ministry of Tourism.

Learning Outcomes	Student Activities
The student should be able to: 6.04.01 successfully complete a one-day (eight hour) seminar leading to a certificate in hospitality provided by the Ministry of Tourism	-given by: Tourism British Columbia 1117 Wharf Street Victoria, B.C. V8W 2Z2 Telephone: 387-1711

UNIT 7.0 SAFETY AND SANITATION

General Aims

The student should develop and apply positive attitude towards the application of standard kitchen practise, proper care of tools, and observance of safety and sanitation rules and regulations.

MODULE 7.01 HEALTH REGULATIONS, PERSONAL HYGIENE AND FOOD POISONING

Goal Statements

The learning experiences in this module are designed to:

a. increase awareness of sanitation and hygiene,
b. develop a basic understanding of sanitation and hygiene,
c. enable each student to develop awareness and appreciation of the Health Act and regulations,
d. develop awareness of all bacterial and non-bacterial food poisonings, and
e. help each student to understand the causes and prevention of food poisoning.

Learning Outcomes	Student Activities
The student should be able to:	
7.01.01 differentiate between desirable and undesirable personal hygiene practices using provided case studies	-study resource materials and discussions -complete assignments
7.01.02 use proper chemicals in sanitizing dishes and equipment	
7.01.03 determine minimum and maximum temperatures to ensure sanitation	

7.01.04 use proper detergents, solvents, and chemicals to clean and/or sanitize	
7.01.05 identify and explain effective methods of controlling rodents or insects	
7.01.06 list procedures used to enforce local and provincial government rules and regulations	-apply and obtain a Food Handler's License -give direction -using the Managers Manual as a guide, write the Health Department test -study resource materials and discussion
7.01.07 demonstrate sanitary handling of food to prevent contamination	
7.01.08 name six ways that food can be contaminated	

MODULE 7.02 SAFE WORK HABITS - USE AND MAINTENANCE OF HAND TOOLS AND POWER EQUIPMENT

Goal Statements

The learning experiences in this module are designed to:

a. develop awareness of hand tools and power equipment safety procedures,
b. develop increased understanding of the procedures for kitchen safety,
c. assist each student to develop skill in the proper procedures of handling equipment and tools, and
d. develop an awareness of maintenance of equipment and tools.

Learning Outcomes	Student Activities
The student should be able to:	
7.02.01 list safety practices to be applied in food preparation operations	-study resource materials and discussions
7.02.02 describe safety procedures for power tools and hand tools	
7.02.03 identify the equipment in kitchen and demonstrate proper use and care	-conduct assignments to demonstrate proper use of equipment and hand tools
7.02.04 explain factors that lead to unsafe conditions	
7.02.05 apply safe procedures to all activities in food preparation	-complete assigned tasks

7.02.06 select the proper tools or equipment to carry out specific food service assignments	

MODULE 7.03 FIREFIGHTING EQUIPMENT AND FIRST AID

Goal Statements

The learning experiences in this module are designed to:

a. help each student to acquire knowledge and awareness of fire procedures and equipment; and
b. help each student to acquire basic knowledge of handling cuts, burns, strains and falls.

Learning Outcomes	Student Activities
The student should be able to:	
7.03.01 analyze types of fires and recommend methods and actions for extinguishing fires	-study and use resource material and discussion -discuss types of fire extinguishers
7.03.02 demonstrate and use appropriate fire prevention measures	
7.03.03 state procedures for treating cuts, burns, strains and falls	
7.03.04 identify steps to follow in requesting outside assistance for any emergency	-use fire department personnel for resource speakers

UNIT 8.0 ELEMENTARY KITCHEN ORGANIZATION

General Aim

The student should develop a basic orientation to elementary kitchen organization and structure.

MODULE 8.01 BASIC KITCHEN AND MENU TERMINOLOGY

Goal Statement

The learning experiences in this module are designed to increase student awareness of basic kitchen terminology and menus.

Learning Outcomes	Student Activities
The student should be able to:	-study an organizational chart
8.01.01 outline correct meanings of basic terms used in foor preparation	-use resource material and class discussion
8.01.02 outline and explain basic procedures to follow in kitchen management	

MODULE 8.02 RECEIVING AND STORING - BASIC

Goal Statement

The learning experiences in this module are designed to develop student awareness of receiving and storing procedures.

Learning Outcomes	Student Activities
The student should be able to : 8.02.01 check incoming orders for accuracy and condition of supplies as received 8.02.02 store items in designated areas according to approved procedures	-apply basic storage and receiving procedures

MODULE 8.03 APPLICATION OF KITCHEN MATHEMATICS TO WEIGHTS AND MEASURES, AND PORTION CONTROL

Goal Statements

The learning experiences in this module are designed to:

a. provide opportunities for each student to apply required skills in mathematics, weights and measures; and
b. help each student become familiar with the importance of portion control.

Learning Outcomes	Student Activities
The student should be able to:	
8.03.01	
demonstrate basic mathematical skills required by food service employees	-use of percent in relation to food costs
8.03.02	
conduct accurate measuring techniques for the preparation of foods according to directions in basic recipes	-conduct practical work assignments
8.03.03	
demonstrate correct measurements of liquid and dry ingredients	-conduct practical work assignments

MODULE 8.04 READING AND CONVERTING OF RECIPES

Goal Statements

The learning experiences in this module are designed to:

a. help each student to develop an understanding of reading recipes, and
b. increase skills in the use of basic formulae for converting recipes.

Learning Outcomes	Student Activities
The student should be able to:	
8.04.01	
distinguish terms and abbreviations used in recipes provided	-discussion and group activity
8.04.02	
demonstrate the ability to use a standard recipe as assigned by the teacher	
8.04.03	
interpret recipe terms and directions according to standards from class discussions	-group discussion
8.04.04	
apply correct formulae to convert recipes	-conduct practical work assignments

UNIT 9.0 NUTRITION

General Aim

The student should develop increased awareness of the basic principles of nutrition and the importance of well balanced diets.

MODULE 9.01 BASIC NUTRITION AND WELL BALANCED MEALS

Goal Statements

The learning experiences in this module are designed to develop student awareness of:

a. basic nutrition concepts and theories,
b. essential food nutrients and their importance, and
c. concepts for maintaining a balanced diet for good health.

Learning Outcomes	Student Activities
The student should be able to:	
9.01.01 apply the standards of Canadian Food Guide in the selection of food	-study resource materials and discussion
9.01.02 describe basic aspects of the Canadian Food Guide and the nutrients that are essential to good health	-study resource materials and discussion
9.01.03 plan a basic well balanced meal	-study resource materials and discussion

UNIT 10.0 FRUIT AND VEGETABLES

General Aim

The student will develop increased ability to identify basic principles involved in the preparation of raw and cooked fruit and vegetables.

MODULE 10.01 IDENTIFY AND SELECT FRUIT AND VEGETABLES

Goal Statement

The learning experiences in this module are designed to provide opportunities for each student to identify and apply the principles involved in the preparation of raw and cooked fruit and vegetables.

Learning Outcomes	Student Activities
The student should be able to:	
10.01.01 identify fruits and vegetables	-observe and discuss -classify vegetables
10.01.02 list the seasonal fruits and vegetables.	-observe and discuss
10.01.03 select fruit and vegetables for assigned purposes	

MODULE 10.02 HANDLING, PEELING AND CUTTING

Goal Statements

The learning experiences in this module are designed to help each student to develop skills for:

a. peeling and cutting of fruits and vegetables, and
b. storing and handling of fruits and vegetables.

Learning Outcomes	Student Activities
The student should be able to:	
10.02.01	
identify basic methods of peeling and cutting fruits and vegetables	-study resource materials and discussion
10.02.02	
demonstrate the basic skills involved in the peeling and cutting of fruit and vegetables	-discuss basic reasons for approved procedures and practical exercises
10.02.03	
outline basic procedures that must be applied in storing and handling fruits and vegetables	-conduct assigned tasks and develop practical skills

MODULE 10.03 BASIC COOKING METHODS

Goal Statement

The learning experiences in this module are designed to develop student awareness of the effects of preparation procedures and cooking time of fruits and vegetables to retain nutrients, flavour, texture and colour.

Learning Outcomes	Student Activities
The student should be able to:	
10.03.01 cook vegetables by methods of: a. boil b. blanch c. steam d. sauté e. deep fry f. roast g. bake	-group discussion and practical exercises
10.03.02 follow directions for preparing quality vegetable dishes, according to basic recipes provided	-conduct assigned exercises
10.03.03 use basic recipes for preparing fruit products	-complete assigned exercises

MODULE 10.04 PASTA AND RICE

Goal Statement

The learning experiences in this module are designed to orient each student to basic procedures for the preparation of various forms of basic pasta and rice.

Learning Outcomes	Student Activities
The student should be able to:	
10.04.01	
identify pasta and rice varieties	
10.04.02	
prepare and cook pasta and rice	-complete assigned tasks

UNIT 11.0 STOCKS, SOUPS AND SAUCES

General Aim

The student should acquire knowledge and become familiar with basic principles for preparation of stocks, soup and sauces.

MODULE 11.01 IDENTIFY BASIC STOCKS

Goal Statement

The learning experiences in this module are designed to help each student to recognize the ingredients and methods used in preparation and cooking of stocks.

Learning Outcomes	Student Activities
The student should be able to:	
11.01.01	
list the ingredients necessary to produce basic stocks	-list the necessary ingredients
11.01.02	
outline and explain how stocks are produced	-study resource material

MODULE 11.02 IDENTIFY THICKENING AGENTS

Goal Statement

The learning experiences in this module are designed to provide opportunities for each student to develop skills in preparing thickening agents.

Learning Outcomes	Student Activities
The student should be able to: 11.02.01 identify basic thickening agents - Roux (brown, white and blond), Beurre manie, laison, starches 11.02.02 evaluate the quality of their prepared product according to established criteria	-complete assignments

MODULE 11.03 IDENTIFY CLASSIFICATIONS OF SOUPS AND GARNISHES

Goal Statement

The learning experiences in this module are designed to increase the ability of each student to recognize the basic types of soups and garnishes.

Learning Outcomes	Student Activities
The student should be able to:	
11.03.01	
list ingredients necessary to produce basic soups (classifications: clear, puree, chowder, cream)	-study assigned resource materials that describe how basic soups are prepared -discuss steps in preparation of these soups
11.03.02	
identify suitable simple garnishes to serve with these soups	-discuss appropriate garnishes for soups

MODULE 11.04 IDENTIFY MOTHER SAUCES

Goal Statement

The learning experiences in this module are designed to enable the student to identify Mother sauces.

Learning Outcomes	Student Activities
The student should be able to: 11.04.01 identify Mother sauces: a. Bechamel b. Espagnole c. Tomato d. Veloute e. Hollandaise 11.04.02 evaluate the quality of their prepared product according to established criteria	-study assigned resource materials that describe how sauces are prepared -discuss steps in preparation of these sauces

UNIT 12.0 MEATS AND POULTRY

General Aim

The student should acquire basic knowledge relating to methods used in preparing and cooking meats and poultry.

MODULE 12.01 MEAT AND POULTRY GRADES

Goal Statement

The learning experiences in this module are designed to help each student to develop a special knowledge of the grades of poultry and of meats.

Learning Outcomes	Student Activities
The student should be able to: 12.01.01 outline different grading systems of meats and poultry	-study resource materials and discussion

MODULE 12.02 IDENTIFY MEAT CUTS

Goal Statements

The learning experiences in this module are designed to help each student to develop an awareness of the primal and secondary cuts of beef, pork and lamb.

Learning Outcomes	Student Activities
The student should be able to:	
12.02.01	
recognize the various types of meats	-study resource materials and discuss
12.02.02	
identify and describe the primal parts of meat	-field trips to local meat processors

MODULE 12.03 IDENTIFY TYPES OF POULTRY

Goal Statement

The learning experiences in this module are designed to help each student to develop an awareness and understanding of different types of poultry.

Learning Outcomes	Student Activities
The student should be able to:	
12.03.01	
distinguish classification of poultry	-study resource materials
12.03.02	
identify poultry for basic methods of cooking	-complete assignments
12.03.03	
identify basic concepts of the Canadian grading system	-study resource materials

MODULE 12.04 BASIC COOKING METHODS - MEAT AND POULTRY

Goal Statement

The learning experiences in this module are designed to help each student to acquire knowledge of the basic cooking methods of meat and poultry.

Learning Outcomes	Student Activities
The student should be able to:	
12.04.01	
identify and apply principles of dry and moist meat cooking to preparation of various cuts of meat and poultry	-group demonstration
12.04.02	
utilize appropriate methods of preparing specific cuts of meat to maintain flavour and ensure tenderness	
12.04.03	
follow directions from basic recipes and assist in the preparation of a variety of quality entrees	-complete assigned tasks

UNIT 13.0 SEAFOOD

General Aim

The student should develop the ability to identify types of fish and shellfish; and practice cooking simple seafood dishes.

MODULE 13.01 IDENTIFY TYPES OF SEAFOOD

Goal Statement

The learning experiences in this module are designed to help each student to develop increased awareness of the different types of fish and shellfish.

Learning Outcomes	Student Activities
The student should be able to: 13.01.01 label varieties of seafood with 100% accuracy from illustrations or actual samples 13.01.02 identify and classify fish and shellfish as fresh or salt water and/or hard or soft shell	-observation and class discussion -study resource materials

MODULE 13.02 IDENTIFY BASIC CUTS AND PORTIONS

Goal Statement

The learning experiences in this module are designed to help each student to recognize the different cuts and portions of seafoods that can be purchased.

Learning Outcomes	Student Activities
The student should be able to: 13.02.01 identify fish as: a. round b. eviscerated c. pan ready d. steaks e. fillets	-study resource materials
13.02.02 identify shellfish as: a. in the shell b. shucked c. peeled d. deveined	-study resource materials

MODULE 13.03 PREPARE AND COOK BASIC SEAFOOD

Goal Statement

The learning experiences in this module are designed to enable each student to utilize basic principles for the preparation of simple seafood dishes.

Learning Outcomes	Student Activities
The student should be able to:	
13.03.01	
state basic rules for cooking fish	-study resource materials
13.03.02	
identify the characteristics of well cooked fish	
13.03.03	
panfry, deep fry, and grill basic seafood as directed	-conduct assigned tasks
13.03.04	
evaluate finished products according to established criteria	-class and group discussion

UNIT 14.0 COLD KITCHEN

General Aim

The student should develop increased awareness of procedures and standards that apply to preparation of cold kitchen items.

MODULE 14.01 SANDWICH FILLINGS

Goal Statement

The learning experiences in this module are designed to help each student to develop skills required to set up and organize a sandwich area with minimum supervision.

Learning Outcomes	Student Activities
The student should be able to:	
14.01.01	
prepare fillings for cold sandwiches according to directions: a. mixed fillings - meat, seafood and egg b. sliced meat fillings	-complete assigned tasks
14.01.02	
evaluate prepared product according to established criteria	-class and group discussion

MODULE 14.02 SANDWICH PREPARATION AND GARNISHES

Goal Statement

The learning experiences in this module are designed to provide opportunities for each student to plan, prepare, garnish and wrap a variety of cold sandwiches.

Learning Outcomes	Student Activities
The student should be able to:	
14.02.01	
identify steps used in preparation of sandwiches	-complete assigned tasks
14.02.02	
utilize basic sandwich techniques to prepare a variety of sandwiches	
14.02.03	
select and prepare suitable garnish	
14.02.04	
demonstrate correct storage and wrapping techniques for sandwiches	
14.02.05	
evaluate prepared product according to established criteria	-class and group discussions

MODULE 14.03 TYPES OF SALADS AND DRESSINGS

Goal Statements

The learning experiences in this module are designed to:

a. help each student to recognize the basic salads served, and the salad dressings served with them; and
b. increase student awareness of these products.

Learning Outcomes	Student Activities
The student should be able to: 14.03.01 list salad dressings most appropriately used with specific salads 14.03.02 identify salad dressings used as an accompaniment and ingredient 14.03.03 list examples of ingredients used in basic salads: a. tossed green b. coleslaw c. potato d. jellied e. fruit 14.03.04 apply the criteria for evaluating basic salads	-class discussions -study resource materials -complete assigned tasks

MODULE 14.04 PREPARATION OF SALADS AND DRESSINGS

Goal Statements

The learning experiences in this module are designed to:

a. increase student awareness of types of salads, and
b. provide opportunities for each student to develop skill in preparation of salad dishes and dressings.

Learning Outcomes	Student Activities
The student should be able to: 14.04.01 select greens and fruits which are used to serve variety in texture and flavour 14.04.02 demonstrate appropriate methods of preparing vegetables and ingredients for salads 14.04.03 prepare a variety of salads according to instructions 14.04.04 display skills in salad making that can be applied to either quantity or individual use 14.04.05 state the steps required in preparing a mayonnaise and vinaigrette dressing 14.04.06 prepare these dressings 14.04.07 evaluate salads and dressings according to established criteria	Note: Prepare products as directed

UNIT 15.0 BAKING AND DESSERTS

General Aim

The student should develop increased skills and knowledge of basic baking products and their preparation.

MODULE 15.01 SELECT AND IDENTIFY INGREDIENTS

Goal Statement

The learning experiences in this module are designed to help each student to develop increased knowledge of ingredients used in baked products.

Learning Outcomes	Student Activities
The student should be able to: 15.01.01 explain functions of basic ingredients used in baked products 15.01.02 differentiate between flours and know uses for each type 15.01.03 identify various types of sugars and their uses 15.01.04 identify different fats and explain where each is used 15.01.05 identify leavening agents and explain their function	Note: study resource materials and complete assignments

15.01.06 identify basic spices, flavourings as needed for products 15.01.07 identify dairy products as needed for products 15.01.08 assemble incredients for baking and dessert products correctly as needed	

MODULE 15.02 BASIC PIES

Goal Statement

The learning experiences in this module are designed to help each student to produce quality double crust pies using prepared fillings.

Learning Outcomes	Student Activities
The student should be able to:	Note: Complete assignments as directed
15.02.01 prepare high quality pastry with hand mix techniques	
15.02.02 portion pastry using a scale	-portion according to instructions
15.02.03 shape portion before rolling; dust table effectively	
15.02.04 assemble pie using proper sealing techniques and egg washes	
15.02.05 bake pie using correct temperatures for oven	
15.02.06 evaluate a finished product based on assigned criteria	

MODULE 15.03 BASIC PUDDINGS AND SAUCES

Goal Statement

The learning experiences in this module are designed to help each student to understand the principles and processes for using thickening agents in preparing simple desserts.

Learning Outcomes	Student Activities
The student should be able to: 15.03.01 prepare basic cornstarch puddings and simple variations, e.g. tapioca pudding 15.03.02 prepare basic custard pudding and use in simple desserts such as rice pudding and bread and butter pudding 15.03.03 prepare basic cornstarch thickened dessert sauces 15.03.04 prepare puddings using commerical mixes 15.03.05 evaluate quality of finished products using assigned criteria	Note: Complete assignments

MODULE 15.04 QUICK BREADS - PREPARE AND BAKE

Goal Statement

The learning experiences in this module are designed to enable each student to identify recipes using muffin and biscuit methods and to prepare quality products with both methods.

Learning Outcomes	Student Activities
The student should be able to:	
15.04.01 prepare at least five types of quick breads	
15.04.02 follow directions for preparing quality quick bread products	-complete assigned tasks
15.04.03 evaluate individual products according to the criteria provided	-class and group discussions

MODULE 15.05 PREPARE AND BAKE COOKIES

Goal Statement

The learning experiences in this module are designed to enable each student to prepare stiff doughs for use in various types and forms of cookies.

Learning Outcomes	Student Activities
The student should be able to: 15.05.01 demonstrate ability to use basic cookie recipes 15.05.02 evaluate products according to approved criteria	-produce a variety of cookies

UNIT 16.0 INTRODUCTION TO BREAKFAST COOKERY

General Aim

The student should develop basic understanding of both the preparation of products and methods used in breakfast cookery.

MODULE 16.01 EGG COOKERY

Goal Statements

The learning experiences in this module are designed to:

a. enable each student to prepare basic breakfast egg dishes, and
b. help each student to develop a basic understanding of principles of egg cookery.

Learning Outcomes	Student Activities
The student should be able to: 16.01.01 prepare eggs using the following methods with correct temperatures: a. panfry - scrambled eggs - sunny side up - turned over - basted - omelette - french toast b. boil - hard cooked - soft cooked - shirred c. poach d. awareness of processed eggs 16.01.02 evaluate an egg product using appearance and timing criteria	-prepare products and utensils in suitable manner -plan sequence for cooking breakfast items -arrange food products on plate for service -garnishing -class and group discussion

MODULE 16.02 BREAKFAST MEATS

Goal Statement

The learning experiences in this module are designed to enable each student to prepare basic breakfast meats.

Learning Outcomes	Student Activities
The student should be able to: 16.02.01 prepare the following meats using specified techniques: a. sausages - grill, panfry and bake b. bacon - grill, panfry and bake c. ham - panfry and grill d. processed breakfast meats 16.02.02 evaluate product using criteria of appearance and degree of doneness	-prepare products and utensils in suitable manner, e.g. slice bacon -plan sequence for cooking breakfast items -arrange food products on plate for service -class and group discussions

MODULE 16.03 POTATO DISHES FOR BREAKFAST COOKERY

Goal Statement

The learning experiences in this module are designed to enable each student to prepare basic potato dishes as required for breakfast cookery.

Learning Outcomes	Student Activities
The student should be able to: 16.03.01 prepare fried potatoes either sliced, chopped, diced, or shredded using the pan or grill 16.03.02 evaluate and serve a quality product	Note: Prepare products as assigned.

MODULE 16.04 BATTERS

Goal Statement

The learning experiences in this module are designed to enable each student to prepare basic pour batter breakfast products.

Learning Outcomes	Student Activities
The student should be able to:	
16.04.01 list temperatures and required timing for cooking breakfast products	
16.04.02 prepare basic hot cakes using the grill	-assemble, measure and prepare batter for products -prepare grill and/or waffle iron, for these products -arrange for service -arrange condiments
16.04.03 prepare waffles	
16.04.04 evaluate products using established criteria	

MODULE 16.05 HOT AND COLD BEVERAGES

Goal Statement

The learning experiences in this module are designed to provide opportunities for each student to set up and prepare tea/coffee, juices and hot chocolate for service.

Learning Outcomes	Student Activities
The student should be able to: 16.05.01 prepare beverages, as directed, for small and large quantities of coffee, tea, juices and hot chocolate	-complete assigned tasks

MODULE 16.06 HOT AND COLD CEREALS

Goal Statements

The learning experiences in this module are designed to:

a. help each student to serve hot and cold cereals in appropriate manner, and
b. introduce concepts relating to the nutritional role of cereals in basic breakfast meal plan.

Learning Outcomes	Student Activities
The student should be able to: 16.06.01 prepare basic hot cereal products: a. porridge b. cream of wheat 16.06.02 evaluate finished product	-prepare and hold products for service

MODULE 16.07 TYPES OF TOAST

Goal Statement

The learning experiences in this module are designed to enable each student to prepare basic toast products as required for breakfast menu.

Learning Outcomes	Student Activities
The student should be able to: 16.07.01 prepare and serve: a. plain buttered toast b. cinnamon toast	-assemble, measure and prepare ingredients and equipment for cinnamon toast
16.07.02 evaluate and serve a quality product	

UNIT 17.0 INTRODUCTION TO DAIRY PRODUCTS

General Aim

The learning experience in this module is to increase the ability of each student to recognize the different types of milk and common cheese.

MODULE 17.01 TYPES OF MILK AND MILK COOKERY

Goal Statement

The learning experiences in this module are designed to develop student skill in the use of milk based products.

Learning Outcomes	Student Activities
The student should be able to: 17.01.01 identify types of milk and their uses: a. fresh b. canned c. powder 17.01.02 identify commonly used milk based products 17.01.03 demonstrate stages of heating temperature for milk	-study resource materials

MODULE 17.02 TYPES OF COMMON CHEESE

Goal Statements

The learning experiences in this module are designed to:

a. assist the student to become aware of the history and production of cheese, and
b. develop skill in the correct usage of cheese products.

Learning Outcomes	Student Activities
The student should be able to: 17.02.01 identify types of common cheese products: a. fresh b. cured c. process 17.02.02 select the types of cheeses in food preparation	-study resource materials

MODULE 17.03 COOKING METHODS OF COMMON CHEESE PRODUCTS

Goal Statement

The learning experiences in this module are designed to provide opportunities for each student to develop skill in the cookery of common cheese.

Learning Outcomes	Student Activities
The student should be able to: 17.03.01 demonstrate skill in the preparation of cheese for cooking 17.03.02 apply skill in temperature control of cheese cookery	-discuss and apply to receipes with cheese products -study resource materials

Section Three

CP 12 ~ Hospitality ~ Food Services

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C P 12 - HOSPITALITY-FOODS SERVICES

General Aims and Purpose

The primary aim of the Hospitality-Foods Services program in grade 12 is to provide learning experiences that will help students develop marketable skills or qualify for advanced standing in a related program at a college or provincial institute. At the grade 12 level, an integral part of the learning experience involves practical experience in a working situation external to the school. This cooperative career preparation component involves at least 100 hours of activities that are community based to provide actual work experience organized through the cooperation of employers and union organizations.

Students should acquire a comprehensive knowledge of:

a. practices for clean, safe and orderly work habits within hospitality industry;

b. theory involved with commercial food preparation;

c. practical skills in the hospitality industry;

d. employment opportunities and the necessary marketable skills in hospitality industry (work experience);

e. procedures and opportunities available for continuing education; and

f. expectations of employers for a positive attitude towards the work ethic and good relations in working with others.

UNIT 1.0 COOPERATIVE CAREER PREPARATION (COMMUNITY BASED)

General Aims

The student should:

a. develop increased understanding of the employment opportunities in the local community, the province and the country;
b. gain practical experience relating to employment responsibilities;
c. benefit from the knowledge and experience of resource persons from business and industry.

Community representatives should participate in organized activities connected with the program.

MODULE 1.01 PREPLACEMENT ROUTINE

Goal Statements

The learning experiences in this module are designed to:

a. provide the opportunity for the student to review appropriate regulations of Workers' Compensation Board;
b. review all necessary procedures for student transportation to and from a placement work site;
c. increase student responsibility to school and employer;
d. acquaint the student with documentation, forms, contracts, and the reports of employer, teacher, and student.

Learning Outcomes	Student Activities
The student should be able to:	
1.01.01	
dress appropriately for the type of employment experience	-discuss appropriate dress for different occupations
1.01.02	
describe the transportation procedures for reaching the job site	-consider public or private means

1.01.03 list the important factors related to expected behaviour on the job	-review introductory process to contact employer -discuss manners, speech, things to observe -discuss significance of reports -read examples of reports that will be written by the employer and the teacher

MODULE 1.02 PLACEMENT (EXTERNAL TO SCHOOL)

Goal Statements

The learning experiences in this module are designed to:

a. provide the student with experiences that will relate school experiences with actual working conditions;
b. provide students with actual job experience in a working environment;
c. increase student awareness and understanding of employee responsibilities;
d. have the student practise increased responsibility within a work environment
e. facilitate effective transition of students between school and employment;
f. assist the student to see value in education and training; and
g. create a student awareness of the opportunities for further training.

Learning Outcomes	Student Activities
The student should be able to:	
1.02.01	
function effectively in a job situation	-follow directions mutually agreed to by employer and teacher
1.02.02	
work cooperatively with other students or employees	-ask questions related to career goals -maintain good relations with others -acquire training experiences in the community

MODULE 1.03 POSTPLACEMENT ROUTINE

Goal Statements

The learning experiences in this module are designed to:

a. assist the student to make a job analysis of an occupation related to the placement, and
b. review employment and career possibilities related to actual job experience.

Learning Outcomes	Student Activities
The student should be able to:	
1.03.01	
prepare a job analysis of an occupation where work experience was obtained	-review format of sample analyses -discuss career paths
1.03.02	
list safety factors that must be observed in a chosen occupation	-review safety aspects related to self and others

MODULE 1.04 STUDENT REPORTING PROCESS

Goal Statements

The learning experiences in this module are designed to:

a. provide students with a format to report on their field experience with an employer,
b. examine roles of employee duties in an occupation and relate to particular school experiences, and
c. have the student prepare a formal list of contacts and practical job experiences.

Learning Outcomes	Student Activities
The student should be able to:	
1.04.01	
complete a report of the job placement and discuss in detail the positive (and negative) aspects of the experience	-review content of reports and prepare details on the work experience -prepare an oral report to the class on the experience at a job site
1.04.02	
explain the job advantages and disadvantages of an occupation	-discussions in class
1.04.03	
list criteria of satisfactory job performances	-discussions in class
1.04.04	
list criteria of unsatisfactory job performances	-discussions in class

MODULE 1.05 LETTER OF THANKS TO EMPLOYER

Goal Statement

The learning experiences in this module are designed to provide the student with a format to prepare a letter of thanks to employers who provided work experience.

Learning Outcomes	Student Activities
The student should be able to: 1.05.01 organize and write a letter of thanks to the business firm where job experience was obtained	-prepare a draft for consideration of teacher -type or write a neat letter using correct grammar -mail or deliver to business within one week of return to school

UNIT 2.0 EMPLOYEE RESPONSIBILITIES

General Aim

The student should develop an understanding of the importance of the responsibilities of an employee.

MODULE 2.01 PERSONAL HYGIENE

Goal Statement

The learning experiences in this module are designed to help each student to develop awareness of the responsibility of employees to maintain good habits of personal hygiene.

Learning Outcomes	Student Activities
The student should be able to:	
2.01.01 state the rules of personal hygiene	-discuss the following guidelines: a. be visibly clean (face, nails, teeth, uniform) b. have no noticeable body odour c. wash hands after sneezing, coughing, wiping up spills, using toilet d. do not scratch, put fingers in hair, mouth, nose e. report any gastro-intestinal or other infectious illness to supervisor f. avoid "grooming" (brushing hair, etc.) in food preparation or service areas g. appear alert and well rested (reducing risk of illness)

	h. comply with applicable sections of the Health Act and Regulations i. use appropriate make up and jewellery
2.01.02 apply the rules of personal hygiene	-exhibit good personal hygiene to fellow students and supervisor

MODULE 2.02 PERFORMANCE OF DUTIES

Goal Statement

The learning experiences in this module are designed to help each student develop awareness of individual responsibility for the overall operation.

Learning Outcomes	Student Activities
The student should be able to:	
2.02.01	
state overall general principles of organization	-observe "chain of command"
2.02.02	
apply responsible behaviour in relation to specific job tasks	-observe and act on any necessary tasks -discuss the need for responsible behaviour and discuss actions

MODULE 2.03 COOPERATION WITH OTHER EMPLOYEES

Goal Statement

The learning experiences in this module are designed to develop the ability of each student to cooperate with fellow workers.

Learning Outcomes	Student Activities
The student should be able to:	
2.03.01	
state factors involved in maintaining cooperation with fellow workers at all levels of operation in a working situation	-exhibit the following: a. cheerfulness b. consideration c. patience d. courtesy e. friendliness f. take your turn ordering g. control temper h. work calmly i. respect fellow workers
2.03.02	
state factors involved in cooperating in the kitchen operations	-list, describe and apply: a. house policy regarding kitchen procedures b. appropriate ordering procedures c. house abbreviations d. clear printing and speaking for orders e. house food substitution policies f. replace shared equipment in proper place

MODULE 2.04 CREATE A GOOD IMPRESSION - GREET GUESTS

Goal Statement

The learning experiences in this module are designed to develop student awareness of the need for interpersonal skills relating to guests.

Learning Outcomes	Student Activities
The student should be able to: 2.04.01 identify the proper procedures for welcoming guests in work station prior to service	-acknowledge guests presence with a smile or nod -use appropriate greeting -if unable to begin service immediately, inform guests courteously -show interest in the guests by looking at them directly and smiling -appear relaxed and confident -avoid discrimination -put guest at ease by explaining procedures and design of restaurant where it seems necessary -view available films: "How to Look When it Counts" "Courtesy - Food Service is People Service" "Courtesy - The Inside Story"

MODULE 2.05 RESPOND TO SPECIAL NEEDS OF GUESTS

Goal Statement

The learning experiences in this module are designed to develop student awareness of appropriate ways to apply interpersonal skills in dealing with the special needs of guests.

Learning Outcomes	Student Activities
The student should be able to: 2.05.01 state procedures for handling the special needs of guests, i.e. a. handicapped b. children c. elderly d. single e. dietary limitations f. obnoxious g. special groups	-apply the following: a. read menu and prices as needed b. assist with parcels, coats, chairs c. exercise patience d. accommodate special dietary requirements where possible e. provide suitable seating arrangements f. offer "extras" such as high chairs, child's portion, extra serviettes g. assist the blind by allowing them to take your arm h. offer pen and paper to those unable to speak, for writing their order i. handle special needs without drawing attention to the guest j. accommodate special group requirements

2.05.02 follow approved procedures in relaying customer complaints to management personnel	-clarify steps to follow in accepting and relaying customer complaints
2.05.03 demonstrate ability to handle situations described in 2.05.01 by role playing or other means	-demonstrate this ability to the satisfaction of the instructor

MODULE 2.06 INTERPRETATION OF MENU TERMINOLOGY

Goal Statement

The learning experiences in this module are designed to enable each student to comprehend necessary menu terminology and to acquire appropriate skills to satisfactorily interpret a menu for guests.

Learning Outcomes	Student Activities
The student should be able to:	
2.06.01 take a list of "basic" menu terminology and write or give a verbal description of each	-study assigned materials
2.06.02 define each term concisely paraphrasing the description given in the waiter/waitress manual	
2.06.03 answer "guest" questions about any item on a given menu	-concisely answer -enquire from appropriate source if item is unfamiliar or may contain elements about which guest is concerned (regarding allergies or personal dislikes) -participate in a role playing situation

MODULE 2.07 PROFESSIONAL ATTITUDE

Goal Statement

The learning experiences in this module are designed to help each student develop awareness of the characteristics of a professional attitude toward duties.

Learning Outcomes	Student Activities
The student should be able to: 2.07.01 identify and state characteristics which are important to maintaining professional attitude	-apply the following: a. punctuality b. pride in appearance c. cooperation d. courtesy e. honesty f. loyalty to employer g. dependability h. initiative i. pride in quality of work j. accuracy in taking, placing, serving orders k. ability to follow instructions l. judgement in unusual situations m. care for tableware, appliances, furniture n. avoid waste (food and time) o. avoid temptation to "pilfer" food, tableware, linen etc. p. use time effectively during non peak periods

UNIT 3.0 SANITATION AND SAFETY PROCEDURES

General Aim

The student should identify and apply effective sanitation and safe working procedures.

MODULE 3.01 SANITARY HANDLING OF FOOD AND UTENSILS

Goal Statement

The learning experiences in this module are designed to enable each student to identify and practice appropriate sanitary food and utensil handling methods.

Learning Outcomes	Student Activities
The student should be able to:	
3.01.01	
identify sanitary methods to be used when dispensing or portioning food	-apply the following: a. avoid touching food items with fingers b. use lifters, tongs, etc. in food handling whenever possible c. do not serve any item dropped on an unsanitary surface
3.01.02	
use sanitary methods when handling soiled tableware	-discuss and apply the following in class role play situation: a. maintain clean hands and uniforms after handling used tableware b. remove unused tableware from a "soiled" table c. retain sealed/reusable food items for future use

3.01.03 use sanitary methods in handling clean tableware	-discuss and apply the following procedures in class role play situation: a. check for cracks, chips etc. and replace as necessary b. use fresh placemats or linen c. avoid touching any part of utensil which comes in contact with guest's mouth d. place dropped items in soiled dish receptacles and replace with clean ones -view films - 16 mm "Dining Room Sanitation" "Mr. Bus Boy" -study training package "Basic Skills in Food and Beverage Service" Microfiche and Workbook - Handling Equipment

MODULE 3.02 SANITARY CLEANING PROCEDURES

Goal Statement

The learning experiences in this module are designed to prepare each student to use sanitary cleaning procedures.

Learning Outcomes	Student Activities
The student should be able to:	
3.02.01	
identify and list preparation service areas in a food service establishment which require routine cleaning	-study, discuss and apply cleaning procedures for: a. counter/booth table b. buffet c. side station d. pastry carts and covers e. sneeze guards f. floors (as a result of spills etc.) g. trays h. standard table containers (salt, pepper, sugar etc.) i. menus j. chairs, benches k. appliances (e.g. toasters, refrigeration units, microwave, osterizers, coffee urns, milk dispensers, etc.)
3.02.02	
state proper procedures for cleaning station and appliances	-discuss and maintain the following policies: a. surfaces must be completely free of food particles and liquids b. avoid using soiled wiping cloths or mixing them with clean cloths

	c. follow house policy for cleaning routine d. take corrective action immediately when poor cleaning techniques are being practiced e. use appropriate cleaning agents for specific situations
3.02.03 demonstrate proper cleaning and sanitizing procedures	-apply correct techniques in specific situations for other students to evaluate (see 3.02.01 and 3.02.02) -study and discuss training package - Basic Skills in Food and Beverage Service - microfiche and workbook - cleaning

MODULE 3.03 MAINTAIN A SAFE WORKING ENVIRONMENT

Goal Statement

The learning experiences in this module are designed to develop the ability of each student to maintain a safe working environment.

Learning Outcomes	Student Activities
The student should be able to:	
3.03.01	
identify and list potential hazards to personal safety	-demonstrate awareness of hazards as: a. wearing apparel b. traffic problems c. burns d. heavy objects e. wet or greasy floors
3.03.02	
identify and list potential hazards to safety in food service establishments	-discuss and list potential hazards as: a. inadequately lit halls and stairways b. supplies stored in hallways c. malfunctioning appliances, e.g. gas, electrical, and refrigeration d. frayed carpets e. damaged furniture f. food items, which according to smell, sight or taste, appear unfit for consumption -view film 16mm "Dining Room Safety" -study appropriate sections of Workers' Compensation Board Manual

MODULE 3.04 BASIC FIRST AID PROCEDURES

Goal Statement

The learning experiences in this module are designed to alert each student to basic first aid procedures.

Learning Outcomes	Student Activities
The student should be able to:	
3.04.01 describe basic components of a standard first aid kit	-discuss the purpose of: a. antiseptics b. cotton swabs c. gauze d. "Bandaids" e. scissors f. smelling salt
3.04.02 describe procedures for handling a medical emergency	-discuss and state proper procedures in correct sequence for reacting to an emergency a. render assistance b. notify supervisor c. call for medical assistance d. stay with victim e. avoid panic by acting quickly and unobtrusively -discuss advantages of relevant first aid certificates
3.04.03 demonstrate the Heimlich anti-choking method	
3.04.04 identify the location telephone number(s) for local medical assistance	-complete outcome to a 100% accuracy level

MODULE 3.05 FIRE SAFETY PROCEDURES

Goal Statement

The learning experiences in this module are designed to alert the student to approved fire safety procedures.

Learning Outcomes	Student Activities
The student should be able to:	
3.05.01	
list three possible fire hazard areas in a food service operation	-discuss potential hazards: a. blocked fire exits b. burned out light bulbs in hallways c. faulty service equipment
3.05.02	
identify the major classes of fires which occur in food service operations and the appropriate extinguisher for each	-discuss use and operation of the four basic types of fire extinguishers -review procedures for dealing with ordinary combustible fires, grease fires and electrical appliance and equipment fires
3.05.03	
state the procedures to follow for handling a fire emergency	-discuss and state proper procedures in the correct sequence: a. locate and isolate fire (close windows and doors) b. alert supervisor and staff immediately c. extinguish if possible d. phone fire department e. avoid panic

3.05.04 conduct a "fire drill" in a practice session	-in a role play situation, correctly follow procedures outlined in outcome -be familiar with evacuation plan -direct "guests" to exits
3.05.05 state location of telephone number(s) for local fire department	-study information and complete outcome to a 100% accuracy level

UNIT 4.0 SERVICE

General Aims

The student should develop skills in preparing and maintaining food service areas.

MODULE 4.01 IDENTIFY BASIC TABLEWARE AND EQUIPMENT

Goal Statement

The learning experiences in this module are designed to orient each student to basic tableware and equipment.

Learning Outcomes	Student Activities
The student should be able to:	
4.01.01	
identify and list proper terms for: a. knives - dinner, steak, butter fish b. spoons - teaspoon, soup, dessert, parfait c. forks - dinner, fish, salad, cocktail d. serving - salad set, serving spoon, soup ladle, pickle fork, pastry server, pie or cake knife, ice scoop, ice cream scoop	-review actual sample of flatware and serving utensils -identify all items
4.01.02	
identify and list proper terms for: a. plates - dinner (oval and round), dessert, bread and butter, sauces, soup plate b. bowls - soup bowl, soup cup, coffee/tea cup, cocktail bowl, fruit nappie c. serving - creamer, teapot, coffee carafe, sauce boats, casserole	-review and show actual samples of dishware -identify all items

MODULE 4.02 SET UP EQUIPMENT FOR DAILY OPERATION

Goal Statement

The learning experiences in this module are designed to develop the student awareness of basic procedures involved in daily set up.

Learning Outcomes	Student Activities
The student should be able to: 4.02.01 demonstrate proper use and care of appliances in the service area	-clean, check and operate the following: a. ice machines b. coffee urns c. warmers d. milk/ice cream dispensers e. soft drink dispensers f. all other related equipment in given service areas -report malfunctions to supervisor immediately

MODULE 4.03 IDENTIFY AND MAINTAIN STATION

Goal Statement

The learning experiences in this module are designed to develop student awareness of basic set up and essential maintenance of station.

Learning Outcomes	Student Activities
The student should be able to:	
4.03.01	
check and replenish tables for "basics"	-check for the following: a. each table will have all "basics" b. salt, pepper, sugar will be full and in clean containers c. ashtrays will be clean d. napkin dispenser will be full e. tablecloth and silence cloth, if used, must be correct size for table
4.03.02	
maintain stations according to approved standard	-maintain clean and properly set tables in station -check and replenish tables for basics

MODULE 4.04 SET TABLES FOR SERVICE

Goal Statement

The learning experiences in this module are designed to develop student awareness of basic table setting guidelines.

Learning Outcomes	Student Activities
The student should be able to: 4.04.01 identify and set tables for breakfast, lunch and dinner	-follow appropriate procedures: a. collect items required for setting table b. where a tablecloth is used, it should be equal distance from the floor and all corners clean and free of wrinkles c. where mats are used, they will be set one inch from table edge d. tableware will be clean, and handled in a sanitary manner e. glasses and china will be checked for cracks and chips

MODULE 4.05 CARRYING CHINAWARE, CUTLERY AND GLASSWARE AND LOADING TRAYS

Goal Statement

The learning experiences in this module are designed to develop the student's skill in the carrying procedures.

Learning Outcomes	Student Activities
The student should be able to:	
4.05.01	
state correct procedures for loading and carrying trays, e.g. arm trays, bar trays, banquet trays	-follow approved procedures as: a. use sanitary utensil handling b. load tray in a balanced arrangement c. lift without straining back d. carry tray parallel to floor e. do not drop tray or contents f. do not chip glasses in loading process
4.05.02	
state correct procedures for carrying plates, cups and saucers, glasses	-practice approved procedures, e.g. carry three plates or glasses in one hand without dropping items or spilling contents

MODULE 4.06 SET UP AND MAINTAIN BUFFETS

Goal Statement

The learning experiences in this module are designed to develop the ability of each student to set and maintain a buffet table.

Learning Outcomes	Student Activities
The student should be able to: 4.06.01 identify the proper procedures in the layout of buffet table	-set up and drape tables -assist kitchen staff in placing food items on buffet table -clear soiled dishes and replenish during service -supply serving utensils and replace as necessary

MODULE 4.07 IDENTIFY AND SERVE CONDIMENTS AND ACCOMPANIMENTS

Goal Statement

The learning experiences in this module are designed to develop the student's ability to select and provide the correct condiments and accompaniments.

Learning Outcomes	Student Activities
The student should be able to: 4.07.01 list basic food items, identify the proper condiments or food accompaniments for each	-practice and discuss the following procedures: a. serve condiments at appropriate time b. serve correct condiment/accompaniment c. control portion according to house policy d. serve with correct utensil and from appropriate container

MODULE 4.08 PREPARE AND SERVE HOT/COLD BEVERAGES

Goal Statement

The learning experiences in this module are designed to develop the ability of each student to prepare and serve hot and cold beverages.

Learning Outcomes	Student Activities
The student should be able to: 4.08.01 identify the three chief constituents of tea and coffee and state their effect on the quality of the beverage	-discuss and apply following procedures: a. ensure that all beverages have appropriate colour, consistency and aroma b. use water at correct temperature when preparing tea c. prepare coffee according to directions of coffee maker used d. mix prepackaged beverages according to directions and/or house policy e. avoid using ingredients past their expiry dates
4.08.02 state the proper procedures for preparing standard hot/cold beverages: a. tea b. coffee c. hot chocolate d. iced tea e. fountain drinks f. juices g. types of milk	

MODULE 4.09 IDENTIFY AND PERFORM CLOSING DUTIES - CLEAR AND RESET

Goal Statement

The learning experiences in this module are designed to help each student adopt approved procedures involved in closing duties.

Learning Outcomes	Student Activities
The student should be able to: 4.09.01 identify and list general types of closing duties	-discuss and apply the following procedures: a. store perishables b. repienish side stand supplies c. clean and wash tables, etc. d. refill condiments and clean containers as necessary e. clean toasters, urns, dispensers f. turn off/down electrical and gas equipment g. check for burning cigarettes in waste areas or other fire hazards h. shut off appropriate lights i. security
4.09.02 clear and reset table after guests have left	

UNIT 5.0 BUSINESS OPERATION

General Aim

The student should develop an awareness of the regulations and procedures relating to a business operation in the hospitality industry.

MODULE 5.01 IDENTIFY AND COMPLY WITH HOUSE POLICY

Goal Statement

The learning experiences in this module are designed to develop student awareness of house policy.

Learning Outcomes	Student Activities
The student should be able to:	
5.01.01	
outline a sample description of house policy for: a. apparel b. grooming c. accidents d. complaints e. portion control f. food substitutes	-discuss the following topics in relation to approved policies: a. apparel b. grooming c. meal allowance d. cash floats etc. e. selling techniques f. accidents g. complaints h. lost and found i. dry cleaning tabs for guests j. sick/holiday time k. breakage allowance l. coffee breaks m. pay periods n. scheduling o. special duties p. off-duty visiting to a place of work q. portion control, food substitutes
5.01.02	
describe and implement house policy	-view film - "Handling Complaints" (Ministry of Tourism)

MODULE 5.02 COMPLIANCE WITH PROVINCIAL LIQUOR REGULATIONS

Goal Statement

The learning experiences in this module are designed to orient each student to the Provincial Liquor Control and Licensing Act and regulations

Learning Outcomes	Student Activities
The student should be able to: 5.02.01 state liquor regulations as they apply in the following situations: a. service of minors in licensed establishments b. service by minors in licensed establishments	-study manager's manual with regard to liquor regulations

MODULE 5.03 IDENTIFY CONTROL PROCEDURES FOR GUEST CHECKS

Goal Statement

The learning experiences in this module are designed to develop student awareness of control procedures for guests checks.

Learning Outcomes	Student Activities
The student should be able to:	
5.03.01	
state reason for using a guest check	-discuss and apply the following procedures: a. record guest orders b. communicate orders to kitchen c. monitor cash flow d. monitor supplies (food and beverage)
5.03.02	
state procedures for controlling guest checks	-discuss and apply the following procedures: a. sign for check book when stated in house policy b. use checks in numerical order c. have errors voided by supervisor d. sign all checks according to house policy e. turn in book and/or all checks at end of shift

MODULE 5.04 IDENTIFY AND PERFORM CLOSING MONETARY PROCEDURES

Goal Statement

The learning experiences in this module are designed to develop student awareness of closing monetary procedures.

Learning Outcomes	Student Activities
The student should be able to:	
5.04.01	
calculate daily take balance	-fill out balance sheets
5.04.02	
complete balance sheet	-cash closing procedures

MODULE 5.05 RESPONSIBILITIES OF EMPLOYER

Goal Statement

The learning experiences in this module are designed to develop student awareness of responsibilities of employer.

Learning Outcomes	Student Activities
The student should be able to: 5.05.01 state general areas of responsibility of employer in any food service establishment	-discuss the need for an employer to: a. notify staff of house policies and policy change b. provide suitable working conditions as per labour and Workers' Compensation Board regulations c. respect conditions of collective agreement if one exists d. post relevant sections of fire, sanitation, liquor and Workers' Compensation Board codes e. provide correct documentation and monies owing on termination f. maintain non-discriminatory hiring practices g. post assignment of duties h. establish grievance procedures

UNIT 6.0 SAFETY AND SANITATION

General Aim

The student should apply safety and sanitation rules and regulations.

MODULE 6.01 REVIEW BASIC PRINCIPLES

Goal Statements

The learning experiences in this module are designed to:

a. review regulations of Health Act; and
b. help each student to develop an awareness of related Workers' Compensation Board regulations.

Learning Outcomes	Student Activities
The student should be able to:	
6.01.01 outline the major sanitary regulations affecting food service establishments	-invite guest speakers
6.01.02 list procedures used to enforce government rules and regulations	
6.01.03 identify and explain effective methods of controlling rodents or insects	-study resource materials
6.01.04 determine minimum and maximum temperatures to ensure sanitation	-study resource materials
6.01.05 practice optimal habits of personal health, hygiene, grooming and dress necessary for job success	-discuss in class and practice

6.01.06 explain factors that lead to unsafe conditions 6.01.07 state procedures for treating cuts and burns 6.01.08 evaluate given situations according to a provided checklist to determine whether they meet safety standards 6.01.09 reemphasize the Heimlich anti-choking method	-study resource materials and discussion

MODULE 6.02 FOOD BORNE ILLNESSES

Goal Statement

The learning experiences in this module are designed to develop student understanding of the various food borne illnesses.

Learning Outcomes	Student Activities
The student should be able to:	
6.02.01	
recognize the causes of food contamination, illness and accidents and apply preventative measures	-view National Restaurant Association film strips "The Unwanted Food" on food borne illnesses
6.02.02	
identify harmful micro-organisms and the specific condition conducive to growth of molds, bacteria, yeast and viruses	-invite a guest speaker representative of the local health department -discuss how often the inspection of food service establishments are made and procedures -study inspection guide sheet used by local health department for inspecting food service establishments

UNIT 7.0 ELEMENTARY KITCHEN MANAGEMENT

General Aims

The student should have a knowledge of the techniques for:

a. ordering and purchasing procedures
b. menu planning
c. cost and portion control
d. record and inventory procedures
e. receiving and storing.

The student should develop the ability to effectively use convenience foods and eliminate waste in food portioning.

MODULE 7.01 PURCHASING SPECIFICATIONS AND PROCEDURES

Goal Statement

The learning experiences in this module are designed to help each student to develop an awareness of purchasing procedures.

Learning Outcomes	Student Activities
The student should be able to: 7.01.01 apply techniques for the ordering and purchasing of food supplies	-conduct practical projects and study resource materials

MODULE 7.02 FOOD COSTING AND PORTION CONTROL

Goal Statements

The learning experiences in this module are designed to:

a. help each student to acquire a knowledge of and skill in elementary costing and portioning foods; and
b. develop an awareness of standardized recipes used.

Learning Outcomes	Student Activities
The student should be able to: 7.02.01 list advantages for the use of standardized recipes 7.02.02 portion and serve food products 7.02.03 complete exercises to cost effects of portion control	-study resource materials and conduct practical application

MODULE 7.03 RECEIVING AND STORING - ADVANCED

Goal Statement

The learning experiences in this module are designed to help each student to acquire advanced knowledge of receiving and storing procedures.

Learning Outcomes	Student Activities
The student should be able to: 7.03.01 plan and prepare storage areas for incoming supplies 7.03.02 order food items needed for selected recipe and store excess food for future use 7.03.03 complete procedures for credit and back order situations	-complete assigned task

MODULE 7.04 INVENTORY RECORD KEEPING

Goal Statement

The learning experiences in this module are designed to help each student to acquire increased knowledge of inventory record keeping procedures.

Learning Outcomes	Student Activities
The student should be able to: 19.04.01 maintain accurate inventory of food items using forms provided by teacher	-study resource materials

MODULE 7.05 BASIC MENU PLANNING

Goal Statement

The learning experiences in this module are designed to help each student develop and broaden their knowledge of basic menu planning.

Learning Outcomes	Student Activities
The student should be able to:	
7.05.01	
recommend eye-appealing food combinations that would stimulate the appetite	-study and discuss resource materials
7.05.02	
apply principles of menu planning according to routines outlined by teacher	-design menus
7.05.03	
identify factors that influence a person's food habits	-study resource materials
7.05.04	
plan menus that will encompass age group, season of year, special dietary needs, and foods and equipment available	-design dietary menu
7.05.05	
use menu guides to plan and prepare meals that satisfy guidelines for nutrition, colour, texture and taste	-plan menu from guide

MODULE 7.06 USE OF LEFTOVERS

Goal Statement

The learning experiences in this module are designed to enable each student to develop an awareness of the use of leftovers.

Learning Outcomes	Student Activities
The student should be able to:	
7.06.01	
utilize leftover foods	-complete exercises in garnishing, preparation and handling leftovers
7.06.02	
outline procedures for handling and preparing of leftovers	-study resource materials and discuss

MODULE 7.07 USE OF CONVENIENCE FOODS

Goal Statement

The learning experiences in this module are designed to enable each student to acquire knowledge of the utilization of convenience foods and semi-processed foods.

Learning Outcomes	Student Activities
The student should be able to: 7.07.01 make effective use of convenience foods and semi-processed foods	-study resource materials -complete assigned tasks

MODULE 7.08 PRINCIPLES OF COOKING

Goal Statement

The learning experiences in this module are designed to help each student develop increased awareness of the importance of planning and preparing for various methods of cooking.

Learning Outcomes	Student Activities
The student should be able to: 7.08.01 plan a work schedule carefully to utilize time and materials in an efficient manner	-complete exercises -study resource materials

MODULE 7.09 DUTIES AND RESPONSIBILITIES OF KITCHEN STAFF

Goal Statement

The learning experiences in this module are designed to help each student to understand staff functions in given establishments.

Learning Outcomes	Student Activities
The student should be able to:	
7.09.01	
identify qualifications of staff in food industry	-study resource materials
7.09.02	
function well in a job related situation	-class discussion
7.09.03	
outline basic advantages and disadvantages of working in the food industry	-class discussion

UNIT 8.0 NUTRITION, DIET NEEDS

General Aim

The student should acquire an understanding of the special diet needs of customers.

MODULE 8.01 SPECIAL DIET NEEDS

Goal Statements

The learning experiences in this module are designed to:

a. develop student awareness for the preparation of nutritious meals and special diets, and
b. help each student to identify, prepare and serve the food types allowed or avoided by special diets.

Learning Outcomes	Student Activities
The student should be able to: 8.01.01 outline basic aspects of the Canada food guide 8.01.02 prepare and serve special diets as instructed by the customer	-study resource materials and discuss

UNIT 9.0 VEGETABLES

General Aim

The student should develop increased ability to handle and prepare raw and cooked vegetables; and farinaceous products.

MODULE 9.01 VEGETABLE PREPARATION - ADVANCED

Goal Statement

The learning experiences in this module are designed to help each student develop knowledge of handling and preparation of vegetables.

Learning Outcomes	Student Activities
The student should be able to:	
9.01.01 demonstrate the techniques of preparation of vegetables	-study resource materials -classroom discussions
9.01.02 cook vegetables by methods of: a. glazing b. brazing c. stewing d. stuffing	-review processes from grade 11 outline (Module 10.03)

MODULE 9.02 PASTA AND RICE

Goal Statement

The learning experiences in this module are designed to help each student to understand procedures for preparing and cooking pasta and rice.

Learning Outcomes	Student Activities
The student should be able to: 9.02.01 prepare and utilize pasta and rice	-prepare pasta and rice dishes -study resource materials -discuss cooking procedures

UNIT 10.0 STOCKS, SOUPS AND SAUCES

General Aim

The student should acquire knowledge of the preparation of stocks, soups and sauces.

MODULE 10.01 PREPARE MOTHER SAUCES AND IDENTIFY SECONDARY SAUCES

Goal Statements

The learning experiences in this module are designed to:

a. enable each student to distinguish between derivatives of the basic sauces and to state uses for these sauces; and
b. enable each student to prepare Mother sauces.

Learning Outcomes	Student Activities
The student should be able to: 10.01.01 produce a Bechamel and identify two secondary sauces 10.01.02 produce an Espagnole sauce and identify three secondary sauces 10.01.03 produce a Veloute sauce and identify three secondary sauces 10.01.04 produce a tomato sauce and identify two secondary sauces 10.01.05 produce a Hollandaise and identify one secondary sauce	Note: complete assigned tasks

10.01.06 state uses for these sauces 10.01.07 list steps in preparation for these sauces 10.01.08 evaluate finished product according to established criteria	

MODULE 10.02 PREPARE SOUP VARIATIONS

Goal Statement

The learning experiences in this module are designed to help the student increase knowledge of soups and ingredients.

Learning Outcomes	Student Activities
The student should be able to: 10.02.01 explain the methods of clarifying soup stock 10.02.02 list the main ingredients and the preparation procedures for four soups as indicated in 11.03.01 (grade 11) 10.02.03 evaluate the appearance and taste of soups	-prepare soup variations as directed

MODULE 10.03 IDENTIFY AND PREPARE SOUP GARNISHES

Goal Statement

The learning experiences in this module are designed to help the student:

a. identify suitable garnishes for soups, and
b. prepare garnishes for soups.

Learning Outcomes	Student Activities
The student should be able to: 10.03.01 identify various soup accompaniments 10.03.02 identify types of cuts of garnishes - julienne and brunoise and pasta types	-prepare garnish as directed -prepare these cuts of garnishes

UNIT 11.0 MEATS AND POULTRY

General Aim

The student should acquire knowledge relating to methods used in preparing and cooking meats and poultry.

MODULE 11.01 PREPARE MEAT CUTS FOR COOKING

Goal Statement

The learning experiences in this module are designed to help each student to acquire further knowledge in preparing meat cuts for cooking.

Learning Outcomes	Student Activities
The student should be able to:	
11.01.01 relate method of cooking to cut of beef purchased	-study resource materials
11.01.02 determine and explain use of dry or moist heat method of meat cooking	-classroom discussion
11.01.03 identify primary and secondary cuts of meat	

MODULE 11.02 PREPARE POULTRY FOR COOKING

Goal Statements

The learning experiences in this module are designed to:

a. help each student to develop an awareness of handling poultry; and
b. help each student to use correct procedures for preparing and tying poultry.

Learning Outcomes	Student Activities
The student should be able to: 11.02.01 prepare and tie commonly used edible birds 11.02.02 list criteria for grading and selecting birds 11.02.03 identify and prepare commonly edible birds	-study resource materials -review prior materials

MODULE 11.03 COOKING MEAT AND POULTRY

Goal Statement

The learning experiences in this module are designed to help each student to acquire a practical knowledge of the cooking methods for meat and poultry.

Learning Outcomes	Student Activities
The student should be able to: 11.03.01 apply various cooking methods - stew - braise - roast - broil - boil - fry/grill - bake - poach 11.03.02 test dish accurately for completion of cooking	-prepare and test meat and poultry dishes as instructed

MODULE 11.0 4 CARVE AND PORTION MEAT AND POULTRY

Goal Statements

The learning experiences in this module are designed to:

a. enable each student to develop skills in carving and portioning meats and poultry; and
b. help each student to acquire an awareness of the different techniques in carving of meats and poultry.

Learning Outcomes	Student Activities
The student should be able to:	
11.05.01	
portion poultry and meats for serving	-study resource materials
11.05.02	
carve poultry and meats for serving	-carve poultry and meats for serving

MODULE 11.0 5 PREPARE AND COOK VARIETY MEATS (OFFAL)

Goal Statements

The learning experiences in this module are designed to:

a. help each student to develop increased awareness of the variety meats (offal), and
b. help each student to acquire knowledge in preparing and cooking variety meats (offal).

Learning Outcomes	Student Activities
The student should be able to: 11.03.01 identify variety cuts (offal) and their preparation 11.03.02 prepare and cook offal meats using basic recipes	-study resource materials and discuss in class

MODULE 11.06 PREPARE AND COOK GRAVY AND MEAT ACCOMPANIMENTS

Goal Statements

The learning experiences in this module are designed to:

a. enable the student to develop skills in the preparation of gravies; and
b. help each student acquire increased understanding of accompaniments.

Learning Outcomes	Student Activities
The student should be able to: 11.04.01 prepare a basic gravy from given product 11.04.02 prepare the proper accompaniments for meat cookery	-study resource material -classroom discussion

UNIT 12.0 SEAFOOD

General Aim

The student should become proficient in the preparation and cooking of fish and shellfish.

MODULE 12.01 SEAFOOD COOKING METHODS

Goal Statement

The learning experiences in this module are designed to help each student to use the correct techniques to prepare and cook fish and shellfish.

Learning Outcomes	Student Activities
The student should be able to:	
12.01.01 prepare fish and shellfish as directed (fillet, debone, slice, bread, dip in batter, etc.)	-relate method of preparation to form and type of fish and shellfish purchased
12.01.02 cook fish and shellfish as directed using the following methods - poach (oven and top of stove); bake (stuffed, rolled); sauté; broil	
12.01.03 prepare fish as directed to use in entrees and salads	-complete assignments to prepare seafood dishes e.g. Shrimp Newburg, paupiettes of sole, trout meunière, Coquille St. Jacques, stuffed baked fish -prepare for service and garnish as directed
12.01.04 evaluate according to established criteria	

UNIT 13.0 COLD KITCHEN

General Aim

The student should acquire skill in preparing a variety of cold foods in quantity.

MODULE 13.01 APPETIZERS - HOT AND COLD

Goal Statements

The learning experiences in this module are designed to:

a. acquaint the student with the variety of products used as appetizers, canapés and hors d'oeuvres; and
b. provide opportunities for each student to prepare a variety of these products.

Learning Outcomes	Student Activities
The student should be able to:	
13.01.01	
classify 15 foods suitable for appetizers	-study reference materials
13.01.02	
distinguish 20 items as either canapés or hors d'oeuvres	
13.01.03	
prepare dips and relishes according to established criteria of contrasting colour, flavour and texture when given three situations	
13.01.04	
follow directions of standard recipes for preparing quality appetizers	-apply basic techniques for types of appetizers, canapés and hors d'oeuvres

13.01.05 evaluate products according to established criteria	

MODULE 13.02 JELLIED SALADS AND ASPICS

Goal Statements

The learning experiences in this module are designed to:

a. enable each student to become familiar with the variety of jellied products that can be produced; and
b. enable each student to gain experience in preparing a variety of jellied products.

Learning Outcomes	Student Activities
The student should be able to: 13.02.01 prepare gelatin salads and aspics with use of molds 13.02.02 prepare simple molds decorations, e.g. cucumber slices, egg slices, olive, fruit sections, etc., and set in top layer of gelatin or aspic molds 13.02.03 evaluate jellied salads according to assigned criteria	Note: Complete assigned projects.

MODULE 13.03 SALADS AND DRESSINGS - ADVANCED

Goal Statements

The learning experiences in this module are designed to:

a. acquaint the student with a variety of advanced salads and dressings; and
b. enable each student to gain experience in preparing a variety of these salads and dressings.

Learning Outcomes	Student Activities
The student should be able to: 13.03.01 serve appealing, attractive salads using greens as the basis in serving 13.03.02 prepare Romain, Butter Lettuce, Iceberg, Spinach and Watercress salads 13.03.03 plan and prepare a variety of seafood, chicken and meat salads as directed 13.03.04 use a portion of the above salads (13.03.02) to prepare a salad platter 13.03.05 plan and prepare a variety of fresh fruit salads and fresh fruit platters 13.03.06 state the criteria for an attractive salad platter	Note: complete assignments

13.03.07 plan and prepare items for a salad bar: a. raw vegetables b. cooked vegetable salads c. marinated vegetable salads d. dips e. relishes f. salad dressings and salad accompaniments and garnishes 13.03.08 evaluate according to assigned criteria	

MODULE 13.04 FANCY SANDWICH PREPARATION - ADVANCED

Goal Statements

The learning experiences in this module are designed to:

a. acquaint each student with the variety of sandwiches that can be prepared; and
b. enable each student to gain experience in preparing a variety of fancy sandwiches.

Learning Outcomes	Student Activities
The student should be able to: 13.04.01 describe the preparation of a variety of fancy sandwiches 13.04.02 prepare a variety of sandwiches a. open faced b. rolled/pinwheel c. checkerboard d. ribbon	

UNIT 14.0 BAKING AND DESSERTS

General Aim

The student should develop increased skills and knowledge of baking products, pastries and their preparation.

MODULE 14.01 PREPARE AND BAKE PIES

Goal Statements

The learning experiences in this module are designed to:

a. acquaint each student with the variety of products to be made in this area; and
b. enable each student to prepare a variety of these products.

Learning Outcomes	Student Activities
The student should be able to: 14.01.01 identify types of fillings suitable: a. fruit b. cream c. chiffon d. custard e. fruit glaze f. savory 14.01.02 identify and prepare types of pastry products: a. German paste b. sponges c. crumb crust d. specialty dough 14.01.03 prepare a variety of pie fillings, e.g. fruit, lemon, custard, and cook in pastry so as to retain tenderness and flakiness of the pastry	Note: Discuss and demonstrate the factors that affect the texture of pastry products: a. ingredients and proportions b. kind and amount of leavening agents c. the amount of mixing d. the temperature of the ingredients when mixed e. baking temperatures

14.01.04 use standard pastry recipes to produce quality products 14.01.05 explain and demonstrate mixing techniques and manipulation necessary for acceptable pastry products 14.01.06 list and explain the steps in preparing a variety of pastry doughs	

MODULE 14.02 PREPARE PUDDINGS AND CUSTARDS

Goal Statements

The learning experiences in this module are designed to:

a. acquaint each student with a variety of pudding and custard products and have them identify the steps necessary in their production; and
b. help each student learn the steps necessary for production of pudding and pastry; and
c. provide the student with experience in making a variety of these products.

Learning Outcomes	Student Activities
The student should be able to: 14.02.01 demonstrate special techniques required to produce smooth puddings and custards: a. low temperature b. adding eggs to mixture c. folding in of egg white and/or whip cream d. gelatin 14.02.02 prepare products as: a. creme caramel b. Bavarian cream c. mousse 14.02.03 demonstrate ability to use custard recipes to produce quality products 14.02.04 demonstrate ability to use pudding recipes to produce quality products	Note: Complete assignments.

14.02.05 prepare products and evaluate these based on supplied criteria	

MODULE 14.03 MERINGUE PRODUCTS

Goal Statement

The learning experiences in this module are designed to help each student develop knowledge of the basic theory and techniques required for making meringue products.

Learning Outcomes	Student Activities
The student should be able to: 14.03.01 state the proportion of sugar to egg white for meringue products 14.03.02 describe the methods required to produce quality meringues 14.03.03 prepare hot meringue and cold meringue 14.03.04 evaluate meringue products according to assigned criteria	Note: Complete assignments

MODULE 14.04 YEAST PRODUCTS

Goal Statement

The learning experiences in this module are designed to enable each student to learn the technique required for preparing a variety of yeast products.

Learning Outcomes	Student Activities
The student should be able to: 14.04.01 perform one of the basic methods for mixing yeast breads (either straight dough or cool rise) 14.04.02 describe the place of yeast breads in menus and special occasions 14.04.03 prepare basic yeast dough for dinner rolls 14.04.04 prepare a sweet dough roll 14.04.05 evaluate finished bread products from approved criteria 14.04.06 explain functions of basic ingredients used in yeast breads	Note: Complete assignments

MODULE 14.05 PREPARE AND BAKE CAKES

Goal Statements

The learning experiences in this module are designed to:

a. help each student to become familiar with the variety of cakes to be made and the classification of each by the preparation techniques and ingredients used, and
b. help the student to classify each product according to preparation techniques and ingredients, and
c. enable each student to prepare a variety of cakes.

Learning Outcomes	Student Activities
The student should be able to: 14.05.01 prepare and serve cakes (in quantity) for a specified occasion 14.05.02 demonstrate appropriate skills in cutting, serving and evaluating cakes 14.05.03 use basic cake recipes to produce quality products	-prepare conventional butter cake and sponge cakes

MODULE 14.06 ICINGS AND FROSTINGS

Goal Statement

The learning experiences in this module are designed to help each student to gain experience in techniques used to choose, prepare and then ice or frost cakes.

Learning Outcomes	Student Activities
The student should be able to: 14.06.01 follow the basic mixing methods for types of frosting 14.06.02 demonstrate ability to ice a cake 14.06.03 frost or ice at least one cake	Note: Complete assignments

MODULE 14.07 PREPARE AND BAKE CHOUX PASTRY

Goal Statement

The learning experiences in this module are designed to help each student learn the theory and techniques necessary to produce a variety of high quality choux pastry products.

Learning Outcomes	Student Activities
The student should be able to: 14.07.01 prepare choux pastry products, e.g. cream puffs, eclairs 14.07.02 list the steps and techniques to follow in producing choux pastry products 14.07.03 evaluate products according to established criteria	Note: Complete assignments

MODULE 14.08 PREPARE AND BAKE PUFF PASTRY

Goal Statement

The learning experiences in this module are designed to help each student learn the theory and techniques necessary to produce a variety of puff pastry products

Learning Outcomes	Student Activities
The student should be able to: 14.08.01 prepare a puff pastry product 14.08.02 state the procedures to follow in producing puff pastry 14.08.03 prepare puff pastry for patty shells, turnovers, strudel, Napoleons 14.08.04 evaluate products using established criteria	Note: Complete assignments

MODULE 14.09 PREPARE GLAZES AND SAUCES

Goal Statement

The learning experiences in this module are designed to help each student learn the theory and techniques required to produce glazes and sauces.

Learning Outcomes	Student Activities
The student should be able to: 14.09.01 make sauces from fresh, frozen and canned fruits 14.09.02 state procedures to follow to prepare fruit sauces 14.09.03 prepare a variety of fruit sauces 14.09.04 state uses for fruit sauces 14.09.05 make and use simple syrup and fruit glazes 14.09.06 state the occasions when a glaze should be used 14.09.07 evaluate products according to assigned criteria	Note: Complete assignments.

Section Four
Hospitality/ Foods Resource Materials

CAREER PREPARATION PROGRAM
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P2 Prescribed - Home Economics 10
P3 Prescribed - Guidance 8 - 11
P4 Prescribed - Introductory Foods 11

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